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ABSTRACT

A review of the fifth year of the Bronson Settlement Agreement indicates that the Cincinnati (Ohio) Public Schools (CPS) have addressed most issues of racial isolation and bias raised by previous evaluations but no action appears to have been taken to improve the Low Achieving Schools (LAS) Program. The following areas are examined: (1) the Taeuber Index of Dissimilarity, which measures the reduction of racial isolation; (2) the Alternative Schools Program; (3) the Open Enrollment Program; (4) staff racial balance; (5) bias in testing, discipline policies, and enrollment on the building level; (6) the LAS Program; (8) transportation for extracurricular activities; and (9) district/city housing activities. The following supporting documents are appended: (1) an explanation of the Taeuber Index Values, 1989-90, and statistical data on black student enrollments and average daily membership; (2) the Alternative Programs, 1989-90 evaluation report and program descriptions; (3) the cumulative reports on Open Enrollment Transfers, 1988-89 and 1989-90, and the 1988-89 Open Enrollment Program evaluation report; (4) statistical analyses of student placement, course enrollment, and suspension and expulsion data; (5) reports on the LAS Comprehensive Plan, 1989-90, the procedures for selection of principals, the Community-Wide Task Force's questions regarding the LAS Plan, vacancy announcements for principals, and the evaluation of the LAS Program; (6) Community Task Force Minutes, 1988-89; (7) the Bronson Coordinating Committee Settlement Agreement Status Reports, 1988-89; and (8) the Bronson Settlement Budget, 1989. (FMW)

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BRONSON SETTLEMENT

1988-89

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THE BRONSON SETTLEMENT REVIEW

YEAR FIVE 1988-89

Report of the Facilitator

Robert W. Evans, Ph.D.

Ronald W. Nieman, Evaluator

November, 1989

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BRONSON SETTLEMENT

1988-89

Introduction

The lost momentum as applied to Bronson remedies which was discussed in the 1986-87 and 1987-88 Reports of the Facilitator was apparently recognized and addressed by the administration during 1988-89. The district has responded to many of the areas of concern that had previously been noted and which were accumulating over the years of the settlement. While it was unnerving to watch the inaction of the administration as it ignored the issues which were becoming more sensitive as each day passed, the recent positive steps taken by the district now provide the Parties a somewhat broader base of trust on which to launch the last phase of the Settlement Agreement.

The first of these steps was to provide a full set of evaluations which document clearly what is being done and what effects, if any, the various programs and policies have had. A specific note of commendation should be given to the Alternative/Settlement Office and Evaluation Section for their efforts in this behalf. Their execution, documentation and evaluation of Bronson related activities during 1988-89 indicates that virtually every area of concern discussed in the 1987-88 Report was addressed either by direct administrative action or documented evaluation study.

Specifically:

1. The questions of racial isolation within buildings and racially biased discipline practices were addressed by evaluation studies which show acceptable placement and suspension levels.

2. Fears that the new administrative reorganization would leave some projects without leadership were lessened when all Bronson related activities were placed either under direct supervision of, or were partially coordinated by one central agency, the Alternative/Settlement Office.
3. Dialogue among the Parties has improved since attorneys for both the plaintiffs and defendants are now holding scheduled meetings to clarify present and potential areas of concern before they grow into problem areas.
4. The thorny problem of equal access to extracurricular activities by both neighborhood and out-of-neighborhood students has been defused by the issuance of special bus passes to out-of-neighborhood students who participate in after-school extracurricular activities.
5. And last, although several years late, Low Achieving Schools are once again receiving central office support and coordination.

Each of the above five were serious concerns noted in the 1987-88 Report that have since been addressed by the district. All but the issue of Low Achieving Schools have been resolved to a greater or lesser degree. Hence, the overall picture being presented by the district is one of more positive concern. Once again, plans are being made and carried through.

The quality and reasonableness of one of these plans, however, is still on the record as a critical concern of the plaintiffs, and off the record, an issue of at least confusion, if not open disagreement, on the part of some staff. I am referring, of course, of the district's "Comprehensive Plan for Low Achieving Schools." (See Appendix E-1)

The Office of the Facilitator went on record in 1986 by declaring that the LAS program was a major area of concern. A special independent evaluation paralleling the district evaluation was conducted at that time by the Facilitator. Both reached similar conclusions; both pointed to "mixed" results which indicated a need to do something differently in those schools that were not showing satisfactory progress. However, insofar as the data, reports, and history indicate, nothing was done. School Improvement Program activities, the former heart of the LAS Program, were not scheduled; even LAS principals meetings were dropped. After two years of drifting, the district drafted a new "Comprehensive Plan" that is now scheduled to operate for five years - three years longer than the Bronson Settlement is scheduled to function. While it is true that the letter of the Bronson Settlement permits the district wide discretion in this area, the spirit (intent) of Bronson would presume the district to have acted more consistently and carefully. A more extensive examination of this issue is contained in Section 7 of this report.

The Facilitator's Report for this year shares the same format as utilized in previous years. Each of the nine sections of the Settlement Agreement that requires some attention by the district has a corresponding section in this report. As it was felt to be appropriate, the Facilitator has made comments, suggestions or criticisms at the beginning of each section. Supporting documents are included in the Appendix primarily as a matter of convenience so that interested parties may be spared the ritual of mining files to locate pertinent documents. However, some documents, either because of their widespread availability or great volume, have been omitted. If help should be needed in locating any of these, the Office of the Facilitator will be happy to assist you.

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1. Taeuber Index

The ambitious Taeuber reduction planning that was noted in Section 1 of the Report of the Facilitator, 1987-88 was implemented very successfully this year. Hughes High School was closed as a neighborhood school and is now a cluster of four alternative programs. Although the Index fell only 5.1 points instead of the hoped for 8.3, the drop represents a substantial step forward. Similarly, the pairing of four elementary schools, Oyler-Washington Park and Whittier-Washburn, has contributed significantly to an additional 3.4 point drop in the elementary schools, which brings the district, for all practical purposes, to goal attainment at that level. The Index at the junior/middle school level continues to be well beyond what is required by the terms of the Bronson Settlement. The additional 1.1 drop means that the district has attained a remarkable 144% of the stipulated goal.

The implications of this "overaccomplishment" are, hopefully, significant. It seems to imply that the district administration is committed to quality integrated education and not merely a set of relatively arbitrary numbers. When the opportunity and interest exist to establish educationally sound programs that will also enhance integration, regardless of the legal requirements, CPS will push forward and seize the opportunity. This behavior, if it continues, promises solid hope for the years after the Bronson Settlement has ended. We hope a precedent is being established that will find its way into the permanent philosophy of the district.

The data contained in Table 1 is taken from the district evaluation report (See Appendix A). By inspection, it is apparent that most of the Taeuber goal attainment has already been accomplished. The remainder, however, will once again challenge the ingenuity of the district. Although there is a real need to enhance the Senior High Index, all of the current plans for new alternatives and most of the expected expansion are imbedded in the elementary and junior/middle school levels. The only area of new expansion available at the senior level is the addition of grade 11 in the programs at the Hughes Center. Given the realities of the limited Taeuber impact that can be expected from increased enrollment at Hughes, it is unlikely that the goal will be reached by this effort alone.

Table 1. Cincinnati Public Schools, Taeuber Index Data, Settlement Goal Accomplishment as of November, 1989. (See Appendix A)

Level	1983-84	1988-89	1989-90	Change 88-89 to 89-90	Change 83-84 to 89-90	Total Change Needed For Goal	% Goal Attained
Elementary	52.9	40.4	37.0	-3.4	-15.9	-16.4	97%
Junior/Middle	43.8	33.7	32.6	-1.1	-11.2	-7.8	144%
Senior High	42.3	42.3	37.2	-5.1	-5.1	-8.3	61%

2. Alternative Schools: 1988-89

It is interesting to read the district alternative program evaluation report (Appendix B) and note how the passage of nearly 20 years has mellowed and altered the birth of alternative education in the Cincinnati Public Schools. As a point of historic accuracy, however, the Individual Progress and Social Impact Program (IPSIP), was not the first alternative program since it was actually not begun until 1974. The IPSIP of 1970 was a preschool research program funded by ESEA Title III, Impact of a Preschool and Interracial Program.

In reality, the actual beginnings of alternative education in Cincinnati seemed at the time to be almost impetuous reactions of then Superintendent, Donald Waldrip. With a minimum of fanfare and even less concern about cost, the programs were implemented.

Simply stated, with the Bronson Suit stinging its flanks and the likelihood of a 1976 trial date, the district was unquestioningly trying to put together an action program to respond to the suit and at the same time, provide quality integrated education. No one involved could have foreseen the eventual growth and development of "alternatives" in Cincinnati.

If there is a cogent point hidden in the preceding ramblings, it is this: The district at one time was driven to near panic at the prospect of a mass forced-bussing court decree which, as history will show, was the nearly universal court remedy of the time. A dozen years later with the spectre of the long line of yellow buses and federal marshals only a distant nightmare, the district had almost permitted alternative education planning to come to a standstill. One must question the depth and genuineness of the commitment that permitted such a state of affairs to exist.

At the moment, however, there is little doubt among even the most cynical of the district detractors that CPS will continue its alternative programs at a peak level, at least a peak high enough to satisfy the Bronson Settlement. But what of the future when there are no "Bronson Funds" to sustain the efforts and no court monitored Settlement to live up to?

The problems associated with a sustained (permanent) alternative program are well known and easily understood. There is no need to rediscover those problems at this time. It is very clear, however, that some documented plan ought to be in place by June 30, 1991 that will give assurance of continued maintenance or expansion of alternative programs.

Continuing further with this point, if the issue of funding is obviously going to be a problem, the Parties need to begin developing a wide variety of contingency plans that state what actions will be taken to meet the deficit. For example: (1) The district needs to know in advance which cuts in program would be tolerated and which could bring about another suit. (2) Questions should officially be asked whether investment in alternatives as a means of providing quality integrated education ought to be a shared, if not a primary, responsibility of the State Department of Education. It seems that the lessons learned in the Bronson Settlement are well worth disseminating statewide. (3) The taxpayers of Cincinnati should be informed that their district is heavily in debt; a new tax levy must be passed soon, or drastic cuts must be made.

The Cincinnati taxpayers have been most supportive in recent years and if the consequences of such cuts were explained to them, hopefully a levy would pass. It would be even more likely to pass if the voters knew that the state would accept its responsibility for some of the difficulties associated with its big cities and continue to give additional funding for quality integrated education plans in them.

There obviously can be no end to alternative education in the Cincinnati Public Schools that would be acceptable. When reading the Alternative Report in Appendix B, it is clear that public expectations and demands would indicate even further expansion of programs is well warranted. However, the district has already demonstrated that the program can drain both resources and energies at such an incredible rate that without external aid, will almost certainly again come to a standstill. This cannot be allowed to happen; detailed planning needs to be done soon to prevent it.

The Evaluation Report on Alternative Schools and the current list of program descriptions are included in Appendix . It comes as no surprise that enrollment, applications, achievement, and attitudes remain high. In an attempt to present as much current information as possible in this report, the descriptions of the three new programs at the Hughes Center (Communication Professions,, Health Professions, and High School Paideia) have been included in the alternative program descriptions. They are not included, of course, in the Evaluation Report.

3. Open Enrollment Program

During the past two consecutive years, the number of students participating in the Open Enrollment Program has declined. From a total of 1233 in 1987-88, only 993 participated in 1988-89; and for the current year, 1989-90, another drop to 812 has negated much the projected Taeuber impact expected from the expansion of existing and opening of new alternative programs. Unfortunately, a critical amount of this drop has occurred as a result of student enrollment having reached the capacity of the buildings at Western Hills High School. Specifically, the declining trend shows that in 1987-88 the total open enrollment transfers to Western Hills was 370; in 1988-89 it dropped to 246; and in the current year after denying about 100 open enrollment applications because of lack of space, it was limited to 179. The current limitations placed on this very popular option have cost the district more than two Taeuber Index points at the senior high level alone. (See Appendix C).

One can sympathize with the dilemma the district faces in this situation. The Taeuber goals could easily be met merely by removing the limitations on open enrollment transfers to Western Hills, but to do so would exacerbate the overcrowding there and probably result in violations of the union contract which limits class size. However, with only one year remaining in the Bronson Settlement and Western Hills the only fertile area (aside from SCPA and Walnut Hills) available at the senior high level, the CPS must again make some difficult decisions.

Clearly, however, a plan must be announced soon. Since February was set as the deadline for open enrollment applications to Western Hills last year, it can be assumed that a similar schedule will be held for this year. If applications are rejected at the same rate, the district could lose a relatively easy opportunity to meet the senior high Taeuber. It must be understood that, unlike alternative school acceptances which may have a positive, negative, or neutral impact on the Taeuber Index, (See Pages 1-4 of the 1986-87 Report of the Facilitator for an explanation.) every student accepted under the open enrollment guidelines will decrease the Index.

The annual evaluation of Open enrollment student achievement was completed by the district, and is also included in Appendix C. The achievement data must be viewed as disappointing again this year. While it is recognized that the Open Enrollment students do not statistically represent a random sample of Cincinnati Public Schools students, it would still be hoped that the group would have at least equaled the achievement gains of the system. Unfortunately, this is not the case. As a group, those students participating in Open Enrollment scored lower than the "neighborhood" children in the receiving schools. The evaluation section examined the data very thoroughly this year and discovered that first year Open Enrollment students did not do nearly as well as those who were "veterans" in their receiving schools. Those findings seem to underscore the need to prepare both transferring students and receiving teachers as was discussed in the Facilitator's 1986-87 Report

Appendix C contains the Open Enrollment Cumulative data for 1988-89 and 1989-90 as well as the Open Enrollment Evaluation Report 1988-89.

4. Staff Racial Balance

Since 1974 the CPS has made a determined effort to keep the racial balance of each school in the district within five percent of the district ratio. Given the fact that the pool of available new teachers is limited and that many existing staff retire, resign or request transfers each year, it is remarkable that the Certificated Personnel Office has consistently been able to keep 80 to 100 percent of the schools within district guidelines each year. If the district were to calculate a Taeuber Index for school staff, it would probably have shown Indices in single digits for most years.

The Staff Racial Balance Report for 1989-90 is included on the following pages.

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1989-90

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of black and white teachers on the teaching staff of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of black teachers in each school. The mean percent of black teachers in the district for 1989-90 is thirty-one at the elementary and twenty-six at the secondary level. Each school is listed with the number of teachers on the staff, the number of black teachers currently assigned, and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

			Number of Black Teachers Needed for Racial Balance		
School	Total Teaching Staff*	Number of Black Teachers Assigned	Min.	Mean.	Max.
Aiken	99.1	22	21	26	31
Anderson Place	30.37	10	8	9	11
Bloom	33.9	9.4	9	11	12
Bond Hill	21.92	7	6	7	8
Bramble	17.5	6	5	5	6
Burton	26.37	8	7	8	10
C.A.P.E. Elementary	31.0	8	8	10	11
C.A.P.E. High School	75.0	22	16	20	23
Carson	21.6	4	6	7	8
Carthage	19.8	5	5	6	7
Central Fairmount	28.2	8	7	9	10
Chase	36.6	15	9	11	13
Cheviot	20.8	5	5	6	7
Clifton	30.0	10	8	9	11
Clark Academy	18.0	5	4	5	6
College Hill	24.4	7	6	7	9
Covedale	27.5	9	7	9	10
Crest Hills	30.5	11	8	9	11
Dater	52.0	12	11	14	16
Douglass	31.5	9	8	10	11
Eastern Hills	39.8	12	10	12	14
Fairview	30.8	8	8	9	11
Gamble	40.0	13	10	12	14
Hartwell	32.2	8	8	10	12
Hays	21.5	10	6	7	8
Heberle	39.8	16	10	12	14
Heinold	38.0	12	10	12	14
Hoffman	18.5	8	5	6	7
Hughes	57.0	15	12	15	18
Hyde Park	17.2	5	4	5	6
Kilgour	21.4	6	6	7	8
Kirby Road	24.0	6	6	7	9
Linwood	14.0	5	4	4	5

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1989-90

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Losantiville	21.7	5	5	6	7
McKinley	13.8	6	4	4	5
Merry	44.5	13	12	14	16
Midway	27.3	7	7	8	10
Millvale	20.0	9	5	6	7
Mt. Airy	27.8	8	7	9	10
Mt. Washington	26.2	7.5	7	8	9
North Avondale	27.3	6	7	8	9
North Fairmount	19.25	5.5	5	6	7
Oyler	32.5	9	8	10	12
Parham	23.7	9	6	7	9
Peoples	52.0	15.5	14	16	19
Pleasant Hill	25.26	7	7	8	9
Pleasant Ridge	29.2	9	8	9	10
Porter	38.0	7	10	12	14
Quebec Heights	32.2	11	8	10	12
Roberts Paideia	51.6	9	13	16	19
Rockdale	30.0	11	8	9	11
Roll Hill	23.75	9	6	7	9
Roosevelt	20.0	6	5	6	7
Roselawn-Condon	40.56	12	10	12	14
Rothenberg	27.45	9.5	7	9	10
S.C.P.A.	70.09	15	15	18	22
Sands Montessori	31.3	6	8	10	11
Sawyer C.B.A./A.W.L.	54.0	14	14	16	19
Sayler Park	21.25	6	5	7	8
Schiel (PSAE)	25.3	9.5	6	7	9
Schwab	51.07	14	13	16	18
Shroder (Paideia)	48.0	11	10	12	15
Silverton	26.2	9	7	8	9
South Avondale	19.2	8	5	6	7
Swifton	20.0	6	5	6	7
Taft High School**	109.72	28.5	23	28	34
Taft Elementary	19.75	7	5	6	7
Vine	21.6	6	6	7	8
Walnut Hills	103.0	27	22	27	32
Washburn	22.8	8	6	7	8
Washington Park	29.0	8	8	9	10
Western Hills	136.3	30	29	36	42
Westwood	25.4	8	7	8	9
Whittier	25.25	8	7	8	9
Windsor	19.5	6.5	5	6	7
Winton Place	26.0	9	7	8	9
Withrow	136.35	40.5	29	36	43
Woodford	18.0	5	5	6	6
Woodward	96.35	25.4	20	25	30

* Includes only those faculty members computed for racial balance purposes. Positions such as librarians, counselors, and coordinating teachers are excluded.

** Includes day school adult program

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CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1989-90

Compliance Summary for Racial Balance of Schools

	Elementary	Secondary	Total	Pct.
Below Minimum	4	1	5	6%
At Minimum	14	1	15	19%
Between Minimum & Mean	7	8	15	19%
At Mean	13	3	16	20%
Between Mean & Maximum	5	5	10	13%
At Maximum	9	1	10	13%
Above Maximum	8	-	8	10%
	60	19	79	100%

Schools Below Minimum:

- Carson
- North Avondale
- Porter Middle School
- Roberts Paideia
- Sands Montessori

Schools Above Maximum:

- Chase
- Hays
- Heberle
- Hoffman
- McKinley
- Millvale
- Schiel PSAE
- South Avondale

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5. Unbiased Tests and Policies and

6. Isolation Within Buildings

These two sections are being combined for the purposes of this report since both share essentially the identical underlying concern. Both are questioning whether or not there is any reason to suspect that racial bias plays a role in the day-to-day interactions between a student and the school system. Does each child have the same opportunity to be placed in a given homeroom, class, or activity? Are children treated alike when disciplinary action is required? Is the system fair and impartial regardless of race?

In order to answer these critically important questions, the CPS Evaluation Section conducted three different studies which examined in some detail the difficult issues regarding the equitable distribution of students within homerooms, course levels, and suspensions. (See Appendix D) Specifically, these studies examined: 1) the unbiased placement of students in homerooms in each district elementary school, 2.) the equitable placement of students in different levels of courses in each district secondary school, and 3.) an analysis of the apparent disproportion found in the numbers of black/white suspensions.

After carefully reviewing each of these documents, the Facilitator in general agrees with the findings of the district researchers. This does not mean that anyone is pleased by the findings, only that the studies have been well conceived and executed and that the results ring true, based upon what experience would predict. For example, no one is pleased that some Taeuber Index values of several elementary schools based on homeroom assignment exceed 60, (two exceed 80); but it is quite understandable and logical when it is understood that there are virtually no white students in these elementary schools. Therefore, the high indices are to be expected while an even distribution would suggest a very contrived situation at best.

Similarly, we may be pleased (surprised) to note that the likelihood of fifth stanine black students being placed in an academic level course is slightly greater than that of similar white students. But experience simply tells us that this is true only because fifth stanine black students rank comparatively higher in predominantly black schools than their white cohorts in white schools. In other words, the fact is that a much greater percentage of black than white students score at the fourth or lower. This continues to be a disturbing reality in the district.

Finally, it is noteworthy that the percentage of black/white suspended students in each school is close to the school racial averages. However, it is quite disturbing to note that about one in nine secondary students will be suspended at least once during the year, and many students become involved in repeated difficulties throughout the year.

The issues addressed in this section are, insofar as Bronson remedies are concerned, now side issues. The district evaluations and analyses confronted the apparent problems and answered many of the chronic questions that surround these concerns. Although nothing in practice has changed, we may take some measure of relief in knowing that racial bias apparently does not play a significant part in the day-to-day operation of the district in those areas.

On a different, but related topic, it should be noted for the record that the district is not reviewing any standardized tests at the moment, nor is there any official discussion of doing so in the near future. The CPS position on this seems reasonable since the new California Achievement Test, Form E, (CAT E) has been in use for only two years, and since there has never been a serious question of test bias raised in the district.

7. Low Achieving Schools

A. Background

The pervasive feeling of the Parties in the first year of the settlement was one of challenge. The district took justifiable pride in their record of having instituted voluntary and educationally sound desegregation and achievement enhancing programs over the previous decade. It had almost become a tradition of Cincinnati Public Schools. Having the court and Plaintiffs officially agree that a good job was in progress and that the district was to be given not only the autonomy but additional funds to continue was a much appreciated and needed reward. The challenge, of course, was to expand their efforts and prove that they were worthy of the trust and on the "right track." The plaintiffs, for the most part, also took justifiable pride in "knowing" that if the Bronson Suit had not been filed, the district would most probably not have instituted many of the far-reaching programs that were begun during, and as an answer to, the litigation. Their challenge was to ensure that the good work continued - forever.

Further, the provision of five million "Bronson" dollars specifically earmarked for low achieving schools was viewed by the administration in 1984 as a means of assuring enriched activities for the ON-GOING programs then in place in low achieving schools. In addition, it is perceived that the district's intention was to use the additional "Bronson" funds to supplement not supplant the School Improvement Program (SIP) which was, at the time, being utilized in many district schools. In other words, something extra was going to be added to selected schools.

The district limited the number of selected schools to seven, believing that $100,000 per year per school was the minimum additional amount of investment that could make a significantly noticeable difference in the overall program of an average size elementary school. (7 x 7 x 100,000 = 4,900.000).

To most, paragraph 8 of the Settlement (Improvement in Low Achieving Schools) appeared simply as a direct bonus to the district to help accelerate those programs that had already been in place for several years. This appearance was reinforced by the language contained in the document.

> "The Parties recognize that Cincinnati Public Schools is committed...to a particular need to address the educational needs of students in Low Achieving Schools. Cincinnati Public Schools will continue to target school improvements ... to students in Low Achieving Schools. The Superintendent has developed and is developing special strategies for improving...."

This is not idle verbiage. The Parties knew that many resources were being invested in a concerted effort to improve achievement in the lower achieving schools and had every reason to trust that such efforts would continue without interruption.

It must be reemphasized that the SIP program was already in place in many district schools and was showing significant success. The staff had come to accept the Ron Edmonds philosophy that:

> "We can, whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need, in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far."

All of the LAS schools were already included in the on-going SIP program in 1984. The district, in order to comply with both the spirit and letter of the Settlement, only needed to use the additional 5 million dollars to enhance programs that were already in place in each of the seven selected schools. It was not even required to change their program name from SIP to LAST, an acronym, by the way, that has continued to carry resentment along with it to this day!

The new district administration in 1986 was made fully aware of the Plaintiffs' desire to see that the LAS efforts were continued and improved. So that there could be no question of this, the Office of the Facilitator conducted a special evaluation of LAS in June, 1986 which reported mixed results, and made recommendations for improvement.

Not only was the report virtually ignored, but the entire LAS program was subsequently left without central leadership. A year earlier it would have seemed unthinkable to suggest dropping the SIP program; now the unthinkable was happening! It was not merely the fact that the district appeared unconcerned about the inconsistent results of the LAS program, but of even greater concern was the apparent inability of the district even to decide who was responsible for the LAS program operation. It was painfully apparent that somewhere in the administrative change/reorganization, the central leadership of LAS was left vague, if not vacant. When questioned, administration agreed that aside from the publication of a school "Profile" for each LAS school in early 1987, no centrally organized program was in evidence. Each LAS school was simply put on it's own with the extra "Bronson" teacher and aides and treated like any other school in the district.

The newly normed 1988 CAT results brought to even sharper focus the fact that the LAS schools had, as a group, lost most of what progress had been demonstrated in earlier studies. Shortly after the

1988 December attorneys meeting, the district finally recognized the situation and organized a committee to develop a Comprehensive Plan for LAS schools. This was not distributed until June, 1989. (See Appendix E-1).

B. Spirit vs. Letter of Bronson

In many areas, the district has continued the good work that started in the early 1970's. The issue of Low Achieving Schools, however, demonstrates that even good intentions on the right track can stop dead and roll backward unless dynamic and capable leadership is provided.

It is not my intention to accuse or point a finger of blame. On the other hand, the sincerity of the Plaintiffs' desire to set a reasonable and long range remedy to the problems associated with high mobility, low-income, low achieving schools is very real.

A large part of their determination to find a remedy lies in a belief that leadership of the highest quality is needed in these challenging schools not only from the central administration and principal's office, but also at the teaching and community levels as well. All must be educational leaders whether they be housed at a central office, school office, class office or "kitchen" office. Hence, special care should have been exercised when staff appointments/selections were made for LAS.

Community and staff must work together in these matters as outlined in CPS Board Policies and Procedures. (See Appendix E-2). Although these procedures outline an extensive process and dialogue that involves community and staff, there is, however, an escape clause, Paragraph III. If Paragraph III is exercises, the superintendent may simply "appoint or assign an individual to a given position for reasons of organization, performance and/or degree of specialization," and only need inform the school LSAC members of the appointment before it is presented to the Board.

The spirit of the policy is one thing; the letter is another. The spirit of Bronson and Board Policy would suggest the involvement of the LSAC and other staff at least in the selection of the principal. The letter of Bronson and Board Policy obviously does not require such action; the community can only trust that the administration will do the honorable thing. Unfortunately, the trust level was obviously much higher in 1984 than it deserved to be since the administration, for whatever reason, has chosen not to seek much community involvement when reviewing and selecting staff and principals for LAS schools.

Four new principals were appointed in the seven LAS schools in the past year. This set of circumstances offered the administration a unique opportunity to choose principals who had demonstrated their effectiveness as elementary educational leaders. Further, it offered potential candidates the opportunity to examine their own willingness to accept the challenges inherent in the situation. At the very least, it presented the opportunity for parents, staff and administration to discuss and eventually agree upon a principal who represented the leadership style that offered the best promise of success.

It is the belief of the Facilitator that little use was made of the opportunities. In fact, there were not even vacancy announcements made for two of the four vacancies. The vacancy announcements that were made indicate nothing that would distinguish these positions as being different from any other district elementary school. The exchange of information with the LSAC's regarding community priorities was minimal and perfunctory at best.

All of these appointments, it should be remembered, occurred subsequent to the publication of the Comprehensive Plan for Low Achieving Schools. This plan ranks a well-trained, highly motivated staff as a top priority, and lists the principal as the person responsible for most of the tasks. Does it not follow then that the same educational experts who wrote the plan would also be expert enough to exercise the highest care in the selection of the principals? Where were the screenings, the reviews, the interviews, the thinking behind the appointments?

It may well be that the four principals who were selected would have been chosen anyway. I have no desire to cast any doubt on their qualifications. I believe, however, that they themselves would have felt more comfortable in their new roles knowing that they were chosen because of their unique qualities which were endorsed by all concerned.

There is a high level of educational expertise and sophistication found in every community in the Cincinnati Public Schools. The parents, community leaders and staff are well aware of what processes should take place under a given set of circumstances. When they are ignored or pushed into participating in a meaningless ritual that is designed to circumvent real involvement, they understand what has happened.

Their frustration at being so used will undoubtedly uncover the obvious fact that the Comprehensive Plan is merely a "paper plan" which may satisfy the letter, but will add only insult to the spirit of the agreement. A betrayed trust on this level will almost certainly lead to further disassociation, if not political rebellion, of the "inner-city" from the establishment.

The district report on low achieving schools is included in Appendix E-3. The reader should keep in mind the fact that the low achieving schools in the district's SIP program, circa 1981-85, were apparently successful. Evaluations indicated year after year that given the proper leadership and training, low achieving schools could progress. The mechanism needed to continue the SIP (or LAST) efforts was operational in 1986. Why, then, was it not continued?

8. Extracurricular Activities

The September, 1989 issuance of special bus passes for those students who participate in extracurricular activities has seemingly defused all of the arguments associated with this long standing problem. Although these bus passes were not issued until after the technical time frame covered by this report, and therefore the same familiar problems and criticism had continued through school year 1988-89, it seems non-productive to reiterate the old issues and arguments. It is felt that the letter of the reporting process may be subordinated to the spirit in this case and merely report that after 15 years, out-of-neighborhood extracurricular students now have some relief for their transportation problems.

Thank you!

9. District/City Housing Activities

The Parties must stay aware of any large scale disruption of housing areas in the district. The implications on school racial balance is obvious. Even though no such activity, or even plans for such an activity, has occurred, it is encouraging to note that the Cincinnati Metropolitan Housing Authority (CMHA) and the school district have maintained a continuous dialogue for the past five years. Participation by the Communitywide Task Force on the CMHA virtually assures that the communication and cooperation will continue. The following report from the Cincinnati Public Schools summarizes the activities of the district and the Cincinnati Metropolitan Housing Authority for the four years, 1984-89.

1. In accordance with the Settlement Agreement, letters were sent to housing agencies informing them of the provisions of the provisions of the Consent Decree and Settlement. We requested that they provide us with advance notice of proposed housing decisions.

2. A good working relationship was established with the City Planning Department which, even prior to the issuance of the Consent Decree, began to consult with us concerning housing proposals.

3. During the years 1984-89, we reviewed two major housing proposals.

    A. The City Housing Allocation Policy set out priority locations for new low income housing. The criteria established in this policy for determining priority housing locations include the racial balance of the elementary school serving the area.

    B. The City Housing Agenda was a package of ordinances and resolutions designed to stimulate housing investment in Cincinnati. It was judged that there was nothing in the package which would necessarily harm racial balance in the Cincinnati Public Schools.

4. Since 1984 we have received and reviewed a number of CMHA housing proposals. A summary of all housing proposals received during the past school year, 1088-89), is shown in the table below. All of these proposals were for scattered site housing and most have been for single family units. We have responded to all such proposals indicating the probable impact on racial balance in the Cincinnati Public Schools of the proposals. Copies of this correspondence have been forwarded to Trudy Rauh of the NAACP and to the City Planning Department. It is our understanding that our responses are made available to the City Planning Commission, and are considered when the Planning Commission indicates its approval or disapproval. It is also our understanding that the CMHA is not bound by the decision of the City Planning Commission.

5. There has been very little housing activity over which the school district can have any influence, and it seems likely that this will continue to be the case.

HOUSING PROPOSALS JULY 1, 1988 - JUNE 30, 1989

DATE	ADDRESS	UNITS	AGENCY	PROJECTED IMPACT ON TAEUBER INDEX
6/7/89	4446 Darrow	1	CMHA	Not improve
	519 Burr Oak	1	CMHA	Not improve
	4561 Mitchell Avenue	1	CMHA	Not improve
4/20/89	6580 Graf Drive	1	CMHA	Improve
	532 Trenton	1	CMHA	Improve
	3111 Liberty Street	1	CMHA	Not improve
	2564 St. Leo Place	Vacant Lot	CMHA	Not improve
	1785-91 Carll Street	Vacant Lot	CMHA	Improve
3/30/89	2753 Montana Avenue	2	CMHA	Improve
3/24/89	2564 St. Leo Place	1	CMHA	Not improve
1/30/89	3110 Bracken Woods Lane	4	CMHA	Improve
1/10/89	6202 Elbrook Avenue	1	CMHA	Not improve
11/10/88	6929 Grace Avenue	1	CMHA	Not improve
10/7/88	6413 Orchard Lane	1	CMHA	Not improve
	4235 Blaney	1	CMHA	Not improve
8/2/88	Krouse Subdivision McGregor Street	1	CMHA	Not improve
6/1988	3966 South Fordham Place	1	CMHA	Not improve

DISCUSSION

The interpretations of "Letter and Spirit of Bronson" and the "ability and willingness" of the district to continue its present program of increasing the opportunities for better and more meaningful integrated education have become the central issues of concern for the Facilitator. There have been so many mixed signals sent by the administration over the five years of the Settlement that it is difficult to see a clear pattern of behavior. There are always logical reasons, from the district point of view, for things happening the way they have, e.g. the death of Superintendent Jacobs left a void, or the new administration inherited the problems which were not compatible with its leadership styles. If one is willing to accept these events as the unalterable consequences of circumstances that were beyond the control of the district, then the CPS would merit the unquestioning support of the Plaintiffs. The community might rest assured that future district policy and actions would continue in a direct line toward improved quality integrated education. This is not the case, however. The Settlement is not that complicated; in essence it is a simple statement of what good faith efforts the CPS will make and what indicators will be used to make judgments about the degree of success. Its intent could be easily understood by anyone. To ignore the intent and reduce it to the literal requirements is a deliberate misintrepretation.

Try as one might to forget, until the mid-point hearing, the official administrative interpretation of CPS Bronson related responsibilities was that the district need only accomplish three things:

1. The stipulated Taeuber Index must be met or exceeded by June, 1991;
2. Five million dollars must be spent in low achieving schools (LAS).
3. System policies and procedures must remain unbiased.

This, it was explained in 1986, was the LETTER of the law and that was the extent of what the district HAD to do. How it was done and what level of expertise was used in doing it was entirely at the discretion of the district.

On the Plaintiff side, there was the expectation that the Taeuber Index would be reduced primarily through alternative choices being so well accepted and available, that more drastic methods like strategic neighborhood school closings, consolidations and pairings (busing) would not be necessary. At least it was not anticipated that a school closing/redistricting/reopening (Roberts Junior High, 1988 and Hughes, 1989) would result in overcrowding the only senior high Open Enrollment choice for black students (Western Hills) and thereby close about 200 openings that would have otherwise been available (Open Enrollment acceptances at Western Hills dropped from 370 in 1987 to 174 in 1989). Changes in staffing assignments also supposedly contributed to this reduction in opportunity and the situation could continue to worsen unless administrative policy changes are made.

Similarly, it was believed that the special programs for low achieving schools that were in place before, during, and (for two years) after the Settlement would not only remain, but be improved. The Bronson money continued to be spent, but the leadership which may have helped make the LAS programs successful was removed. For at least two years, 1987-89, the low achieving schools were simply on their own. Principals and staff were appointed with apparently no more concern than would be expected for any other elementary school. Clearly LAS was no longer considered a special program with coordinated leadership, nor was there any recognition that the district was required to do anything differently.

Further, painfully lopsided suspension statistics made it appear that the district, while having unbiased policies and procedures on paper, was in practice exercising some degree of racial prejudice in the way student discipline was being enforced. This appearance was given credibility by the district's refusal to implement an admittedly cumbersome instrument (Analysis of Gender and Racial Balance) that had been developed jointly by community and staff. Fortunately, a thorough and pointed analysis of suspension data conducted by the district Evaluation Section revealed that the levels of suspensions were in reality close to what would statistically be expected. (The actual differences in suspension rates for black and white students were less than 10%). Although this particular concern had an understandable and acceptable ending, the fact that the district was so reluctant to act (and obviously could have buried the results of the evaluation had it produced embarrassing outcomes), simply adds support to a belief that there will be a significant deterioration of CPS cooperation and enthusiasm after 1991.

In an obvious reaction to previous Task Force criticism (Appendix F), the district has renewed its efforts in LAS this year and has opened and expanded new alternatives. Better coordination of Bronson activities is being achieved through the new Alternative/Settlement Office (Appendix G). Evaluation reports are once more readily available through the Evaluation Section and their forthright quality is at an all-time high. How does one interpret the "off and on" actions of the district?

It is my belief that predictions of what the district will do in the future must be based upon what it has done under a given set of circumstances in the past. The district's current financial debt status could easily be used as a logical reason for reducing the budget for many programs that have made a difference in educational opportunities. Since the district has cut programs adrift in the past four years with an adequate budget (Appendix H) and court monitoring, (Alternatives, 1986; LAS, 1987; Open Enrollment, 1988) one can speculate that the scenario will once again include similar or even deeper cuts when additional funding and court monitoring ends. At this juncture, there will not be a Task Force to criticize and prod, but there will almost certainly be another plaintiff to file another suit. This must not be permitted to happen.

APPENDIX A

Planning,
Research &
Evaluation Branch

TAEUBER INDEX VALUES
FOR THE 1989-90 SCHOOL YEAR

Prepared By:

Dr. Jack L. Lewis
Ms. Betty Elsey

November 1989

Cincinnati Public Schools
Office of the Superintendent

TAEUBER INDEX VALUES FOR THE 1989-90 SCHOOL YEAR

INTRODUCTION

The 1984 Bronson Settlement Agreement established the Taeuber Index of Dissimilarity as the means of measuring the reduction of racial isolation in the Cincinnati Public Schools. This index is computed according to the computational formula included as Exhibit A in the Settlement Agreement using official student membership counts at each regular public school as input data. Goals stated in the agreement established the level of index values which must be achieved by the 1990-91 school year. Subsequent to the 1984 settlement, the Cincinnati Public Schools also agreed to a request from the Communitywide Task Force (which was created by the agreement) to compute an alternate index value by adjusting input data for certain combination buildings (i.e., schools which house both an alternative program and a neighborhood school program).

Presented in this report are summaries of pertinent data regarding index values for the 1989-90 school year under both the traditional and alternate computational procedures.

Interpretation of the Taeuber Index

The Taeuber Index is computed through use of a formula which takes into account the number of students by race in each school building as well as the total number of students by race in the system. Only two racial categories can be used in this formula, and the categories of black and non-black have been selected. The index can be computed by determining the difference between the percentage of all black students that attend predominately black schools and the percentage of all black students that attend predominantly non-black schools, or by determining the difference between the percentage of all non-black students that attend predominantly black schools and the percentage of all non-black students that attend predominantly non-black schools. Schools are categorized as black or non-black based on whether their percentage of black students is higher or lower than the system's average percentage of black students.

The index is expressed as a percentage, and its limits are 0 (which indicates total integration in schools) and 100 (which indicates total segregation). The actual index value indicates the percentage of students of one race (either black or non-black) which must be transferred to reach an index value of 0. Transfers that are required must be made in such a way as to improve racial balance in both the sending and receiving schools. Thus, an index of 40 can be interpreted to mean that 40% of all black students must be transferred from predominantly black schools to predominantly non-black schools or that 40% of all non-black students must be transferred from predominantly non-black schools to predominantly black schools to reach an index value of 0.

Two additional items should be noted as interpretations are made about the index values presented in this report for the Cincinnati Public Schools. The 1984 Bronson Settlement Agreement established index targets ranging from 34.0 to 36.5, thus index values of 0 are not mandated and the number of required student transfers is smaller than the number required to achieve total integration in schools. In addition, as of October 1989, black students comprised 62.0% of all students in the school system, 36.9% of all students were white, and 1.1% were classified as other. Since the vast majority of non-black students in Cincinnati are white, non-black schools and students are designated as white in this report and in most discussions concerning the Taeuber Index.

Traditional Index Values

The traditional values for the Taeuber Index are computed from the official school membership counts taken each year during the first full week in October. These student counts are taken by school principals according to systematic procedures developed by Dr. Joseph Timmons, Associate Director, Planning, Research and Evaluation Branch. The resulting statistics on student populations at each school are sent to the Ohio Department of Education as official student membership data for the school system.

As required by the language of the Settlement Agreement, three separate index values are computed - one for elementary schools, one for junior/middle schools, and one for senior high schools. Schools are assigned to one of these three levels according to school system procedures which classify schools based on the greater number of grades at the school. Under this procedure, for example, a school housing grades K-8 is classified as an elementary school because the number of grades at the elementary level (K-6) exceeds the number of grades at the junior/middle school level (7-8).

The schools system's Taeuber Index values for the 1989-90 school year as computed under this traditional method are shown in Table 1. A comparison of these values with those for the 1988-89 school year indicates a reduction of 3.4 points at the elementary level, a reduction of 1.1 point at the junior/middle level, and a reduction of 5.1 points at the senior high school level. Combined with reductions made since 1984, the school system has now achieved 97% of the minimum index reduction needed to satisfy the goal of the Bronson Settlement Agreement at the elementary level. The index reductions realized at the junior/middle and senior high school levels have accomplished 144% and 61% of the required improvements respectively.

TABLE 1
CINCINNATI PUBLIC SCHOOLS
TAEUBER INDEX DATA

Level	1983-84	1988-89	1989-90	Change 88-89 to 89-90	Change 83-84 to 89-90	Total Change Needed For Goal	% Goal Attained
Elementary	52.9	40.4	37.0	-3.4	-15.9	-16.4	97%
Junior/Middle	43.8	33.7	32.6	-1.1	-11.2	-7.8	144%
Senior High	42.3	42.3	37.2	-5.1	-5.1	-8.3	61%

Based upon the data in Table 1 and the current student counts for the school system, it is possible to compute the remaining number of proper student transfers required to achieve the index targets specified in the Settlement Agreement. Using current data and assuming that black and white students participate equally in these school transfers, the minimum number of required transfers remaining are 78 in elementary schools and 226 in senior high schools. These figures represent 0.25% and 1.6% of all students in elementary and senior high schools respectively.

Table 2 contains a presentation of Taeuber Index values for the school system at various points in time. This table also includes an index for the total school system (all regular schools) even though the agreement did not specify a goal for the total system.

TABLE 2

TAEUBER INDEX VALUES ACROSS TIME

	YEAR				
LEVEL	1969-70	1974-75	1979-80	1984-85	1989-90
Elementary	74	76	63	49.6	37.0
Junior/Middle	58	68	50	43.4	32.6
Senior High	49	55	48	38.9	37.2
TOTAL SYSTEM	**67**	**69**	**57**	**45.8**	**36.6**

Alternate Index Values

At the request of the Communitywide Task Force, an alternate index value is computed each year by the school system. This unofficial alternate index is derived from the same computational formula as the traditional Taeuber Index, but input data are determined differently. For the alternate index, alternative programs housed in neighborhood school buildings are counted as separate buildings if there is not at least a 50% intermingling between the two groups of students (alternative and non-alternative) during the school day. As used here, intermingling time would consist of times during the school day when these two groups of students would be together for either instructional or noninstructional activities. The use to be made of this alternate index value (if any) is to be determined at a later date.

Two sets of data in addition to the official student enrollment counts by school are necessary to compute this alternate index. The first set of data is a count by race of students in each alternative program. This count is taken by school principals at the same time official school enrollment counts are taken in October. The second set of data is the percentage of intermingling between alternative and non-alternative students in combination buildings. These data are based upon the structure of the school day in each affected building, and the actual data are provided by school principals.

When the necessary data have been collected and organized, the student enrollment data for combination buildings are reviewed and a decision is made on data aggregation for each building. For combination buildings with at least 50% student intermingling, alternative and non-alternative student enrollment counts are combined and treated as one unit. For buildings with less than 50% intermingling, the alternative program data are kept separate and treated as a separate building for purposes of computing the index.

Data indicating the student enrollment in alternative programs and the level of student intermingling in each combination building are shown in Table 3. The actual index values computed under this alternate procedure are shown in Table 4. The data in Table 4 indicate that the alternate index values are from 0 to 0.5 points higher than the traditional index values.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

TABLE 3

1989-90 DATA ON ALTERNATIVE PROGRAMS

LEVEL: ELEMENTARY

SCHOOL	PROGRAM	NUMBER OF STUDENTS*			PERCENTAGE OF INTERMINGLING**
		BLACK	WHITE	TOTAL	
Anderson Place	College Prep	36	41	77	38%
Bond Hill	College Prep	60	2	62	19%
Bramble	I.P.S.I.P.	93	33	126	38%
Burton	College Prep	62	1	63	33%
C.A.P.E. Pri.	Physical Education	375	171	546	Total School Program
Carson	Montessori	88	116	204	12%
Carthage	French Bilingual	257	137	394	Total School Program
Chase	Intermediate Demonstration	573	329	902	Total School Program
Cheviot	Spanish Bilingual	194	217	411	Total School Program
Clifton	Multi-Age	325	227	552	Total School Program
College Hill	Fundamental	320	193	513	Total School Program
Covedale	College Prep	70	149	219	11%
Douglass	Reading/Language Arts	480	136	616	Total School Program
Eastern Hills	I.G.E.	417	299	716	Total School Program
Fairview	German Bilingual	302	328	630	Total School Program
Hartwell	Spanish Bilingual	131	83	214	10%
Heberle	Extended Day	23	12	35	55%
Heinold	I.G.E.	367	158	525	Total School Program

1989-90 DATA ON ALTERNATIVE PROGRAMS

LEVEL: ELEMENTARY

SCHOOL	PROGRAM	NUMBER OF STUDENTS*			PERCENTAGE OF INTERMINGLING**
		BLACK	WHITE	TOTAL	
Linwood	Fundamental	141	150	291	Total School Program
Midway	French Bilingual	124	129	253	14%
Mt. Airy	Spanish Bilingual	137	88	225	12%
Mt. Washington	French Bilingual	90	266	356	18%
North Avondale	Montessori	270	240	510	Total School Program
Oyler	Applied Arts	82	90	172	4%
Pleasant Hill	I.P.S.I.P.	250	92	342	8%
	College Prep	68	31	99	8%
Pleasant Ridge	Spanish Bilingual	198	112	310	11%
Quebec Heights	Math and Science	276	330	606	Total School Program
Roberts	Paideia	325	471	796	Total School Program
Roll Hill	Reading/Lang. Arts	278	202	480	Total School Program
Roselawn/Condon	College Prep	159	113	272	25%
Sands	Montessori	312	339	651	Total School Program
Sawyer	World Languages	198	106	304	15%
	Bilingual Academy	326	265	591	15%
Schiel	Primary Arts	222	159	381	Total School Program
Silverton	I.G.E.	441	81	522	Total School Program
Swifton	Spanish Bilingual	58	61	119	13%
Woodford	I.G.E.	219	190	409	Total School Program

1989-90 DATA ON ALTERNATIVE PROGRAMS

LEVEL: JUNIOR HIGH/MIDDLE SCHOOL

SCHOOL	PROGRAM	NUMBER OF STUDENTS* BLACK	WHITE	TOTAL	PERCENTAGE OF INTERMINGLING**
Dater	College Readiness	66	111	177	50%
Peoples	College Readiness	49	17	66	27%
Porter	College Readiness	29	18	47	40%
Schwab	College Readiness	55	38	93	47%
Shroder	Paideia	335	234	569	Total School Program

LEVEL: SENIOR HIGH SCHOOLS

SCHOOL	PROGRAM	NUMBER OF STUDENTS* BLACK	WHITE	TOTAL	PERCENTAGE OF INTERMINGLING**
C.A.P.E.	Physical Education	572	393	965	Total School Program
Hughes	Paideia	92	51	143	67%
	Communications	93	55	148	67%
	Computers Unlimited	162	88	250	67%
	Health Professions	106	43	149	67%
S.C.P.A.	Performing Arts	536	611	1147	Total School Program
Withrow	International Studies	409	134	543	40%
Woodward	Math and Science	409	141	550	36%

* These are alternative program ADM counts reported by principals during the first full week in October 1989.

** These data were supplied by principals through a survey conducted by Dr. Jack Lewis, Planning, Research and Evaluation.

TABLE 4

TRADITIONAL AND ALTERNATE TAEUBER INDEX VALUES 1989-90 SCHOOL YEAR

LEVEL	TRADITIONAL* METHOD	ALTERNATE** METHOD	DIFFERENCE
Elementary	37.0	37.5	+0.5
Junior/Middle	32.6	33.1	+0.5
Senior High	37.2	37.2	0

* These values were derived by computing the index based upon the total building ADM counts shown in the October 2-6, 1989, report entitled, "Average Daily Membership During the First Full Week in October."

** These values were derived by computing the index with all alternative programs counted as separate buildings with the three exceptions noted below. Alternative ADM counts were supplied by the Administrative Research Section of the Evaluation Branch.

Alternative Programs At or Above a Student Intermingling Level of 50% with Non-Alternative Students in the Same Building

Elementary - Heberle Extended Day
Junior/Middle - Dater Junior High College Readiness
Senior High - Hughes Alternative Programs

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS
ALTERNATIVE/SETTLEMENT OFFICE

TO: Dr. Lee Etta Powell
Superintendent of Schools

FROM: Frank B. Fields, Director

DATE: November 13, 1989

RE: Percentage of Black Students in Cincinnati Public Schools

The Administrative Research Branch has completed this year's statistical report regarding individual schools' racial data. Overall, the school system has made excellent progress in meeting the Taeuber goals.

The attached report shows specific details.

FBF:jlc
Enc.
cc: Mr. Lynn E. Goodwin
Dr. Reginald L. Green
Members of Communitywide Task Force

PERCENTAGE OF BLACK STUDENTS IN CINCINNATI PUBLIC SCHOOLS

Elementary Schools **1989-90** **System Average 61.89%**

COLUMN A
Schools Having More Black Students Than System Average

School	% Black
South Avondale	100.00%
Hoffman	99.71
Rockdale	98.82
Windsor	98.58
Burton	98.22
Taft	98.19
Bond Hill	95.13
Winton Place	94.59
Millvale	92.67
Parham	90.82
Hays	89.77
Rothenberg	89.70
Vine	86.14
Silverton	84.48
Bramble	80.68
Swifton	80.35
North Fairmount	80.26
Douglass	77.92
Pleasant Hill	76.94
Washburn	71.05
Hyde Park	70.03
Heinold	69.90
Losantiville	69.38
CAPE Primary	68.68
Roselawn-Condon	68.45
Pleasant Ridge	67.91
Carthage	65.23
Heberle	63.66
Chase Intermediate	63.53
Anderson Place	62.87
College Hill	62.38

The Taeuber Index will decrease one point in elementary schools if:

193

Black students move this way

→

or

119

White students move this way

←

COLUMN B
Schools Having Less Black Students Than System Average

School	% Black
Sayler Park	6.98%
McKinley	12.61
Westwood	18.63
Covedale	21.93
Mt. Washington	26.18
Carson	26.98
Midway	36.60
Roberts	40.83
Oyler	43.56
Quebec Heights	45.54
Hartwell	46.97
Cheviot	47.20
Kirby Road	47.26
Whittier	47.38
Sands Montessori	47.93
Fairview	47.94
Linwood	48.45
Kilgour	48.74
Central Fairmount	48.89
North Avondale	52.94
Woodford	53.55
Roosevelt	53.61
Mt. Airy	57.04
Roll Hill	57.92
Eastern Hills	58.24
Schiel	58.27
C.B.A. Sawyer	58.55
Clifton	58.88
Washington Park	59.91

PERCENTAGE OF BLACK STUDENTS IN CINCINNATI PUBLIC SCHOOLS

Senior High Schools **1989-90** **System Average 62.44%**

COLUMN A
Schools Having More Black Students Than System Average

School	% Black
Woodward	88.60%
Taft High	79.08
Withrow	78.35
Aiken	75.65
Clark	75.49
Hughes	65.79

The Taeuber Index will decrease one point in senior high schools if:

88

Black students move this way

→

or

53

White students move this way

←

COLUMN B
Schools Having Less Black Students Than System Average

School	% Black
Walnut Hills	32.40%
Western Hills	46.64
SCPA	46.73
CAPE	59.27

Junior High Schools **1989-90** **System Average 65.23%**

COLUMN A
Schools Having More Black Students Than System Average

School	% Black
Merry	93.38%
Crest Hills	89.71
Peoples	77.85
Bloom	73.64
Schwab	69.02

The Taeuber Index will decrease one point in junior high schools if:

32

Black students move this way

→

or

17

White students move this way

←

COLUMN B
Schools Having Less Black Students Than System Average

School	% Black
Dater	36.67%
Porter	54.74
Gamble	58.57
Shroder	58.88

11-14-89

Planning,
Research &
Evaluation Branch

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER

October 2-6, 1989
CINCINNATI PUBLIC SCHOOLS

by: Joseph E. Timmons

November, 1989

Cincinnati Public Schools
Office of the Superintendent

INTRODUCTION

The pupil data in this report were collected from schools during the first full week in October 1989, and were reported to the State Department of Education as the official count of pupils for State Foundation purposes.

Total school district membership decreased by 705 students, from 51,606 last year to 50,901 this year. The projected October membership for this year was 51,300. This projection was 306 students lower than last year, but was 399 higher than the actual October membership for 1989.

The number of students in grade K-6 increased by 96, from 30,610 last year to 30,706 this year. The number of students in grades 7-12 decreased by 801, from 20,996 last year to 20,195 this year. The projected membership for October 1989 was 123 students high for kindergarten and 306 high for grades 9-12. The projections for grades 1-6 and 7-8 were almost exactly on target, 33 low for grades 1-6 and only 3 higher than the actual membership for grades 7-8. Appendix 1 of this report shows the enrollments by grade for 1988-89 and 1989-90. Appendix 2 compares projected October ADM with actual October ADM for the 1989-90 school year.

District-wide the percentage of black students increased by 1.26 percentage points, from 60.74% in 1988-89 to 62.00% this year. The percentage of white students declined by 1.26 percentage points to 36.92% from 38.18% last year. The percentage of students in all other racial/ethnic categories was 1.08% this year, exactly the percentage as last year. The percentage of black students in senior high schools increased by .67 percentage points, from 61.77% last year to 62.44% this year. In elementary schools, the percentage of black students increased from 60.04% last year to 61.89% this year. In junior high/middle schools the percentage of black students declined from 65.82% last year to 65.23% this year.

Approved:
Dr. Bernard M. Barbadora, Director
Planning, Research and Evaluation

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1989 (October 2-6)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Senior High Schools													
Aiken	2	.13	4	.26	1,165	75.65	366	23.77	3	.19	1,540	793	747
C.A.P.E.	...	...	...	...	572	59.27	393	40.73	...	...	965	573	392
Clark Academy	...	...	...	...	154	75.49	49	24.02	1	.49	204	118	86
Hughes Center	...	...	...	...	475	65.79	247	34.21	...	...	722	312	410
S.C.P.A.	...	...	3	.26	536	46.73	604	52.66	4	.35	1,147	455	692
Taft	...	...	...	...	771	79.08	204	20.92	...	...	975	485	490
Walnut Hills	6	.28	68	3.22	685	32.40	1,349	63.81	6	.28	2,114	1,009	1,105
Western Hills	1	.04	14	.58	1,118	46.64	1,259	52.52	5	.21	2,397	1,237	1,160
Withrow	...	...	55	2.43	1,777	78.35	435	19.18	1	.04	2,268	1,165	1,103
Woodward	5	.29	8	.47	1,515	88.60	182	10.64	...	...	1,710	941	769
Total Senior High	14	.10	152	1.08	8,768	62.44	5,088	36.23	20	.14	14,042	7,088	6,954
Jr. High and Middle Schools													
Bloom	...	...	1	.29	257	73.64	91	26.07	...	...	349	171	178
Crest Hills	...	...	...	...	314	89.71	35	10.00	1	.29	350	203	147
Dater	...	...	...	...	311	36.67	537	63.33	...	...	848	419	429
Gamble	2	.35	1	.17	335	58.57	233	40.74	1	.17	572	310	262
Merry	...	...	...	...	494	93.38	35	6.62	...	...	529	302	227
Peoples	4	.65	...	...	478	77.85	132	21.50	...	...	614	336	278
Porter	...	...	...	...	260	54.74	215	45.26	...	...	475	254	221
Schwab	3	.46	...	...	450	69.02	197	30.21	2	.31	652	338	314
Shroder	...	...	1	.18	335	58.88	230	40.42	3	.53	569	283	286
Total Junior High & Middle Schools	9	.18	3	.06	3,234	65.23	1,705	34.39	7	.14	4,958	2,616	2,342

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1989 (October 2-6)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Elementary Schools													
Anderson Place	...	...	1	.14	447	62.87	263	36.99	...	...	711	385	326
Bond Hill	...	...	...	...	430	95.13	21	4.65	1	.22	452	238	214
Bramble	...	...	...	...	284	80.68	68	19.32	...	...	352	181	171
Burton	...	...	...	...	498	98.22	9	1.78	...	...	507	275	232
Carson	...	...	1	.27	99	26.98	266	72.48	1	.27	367	200	167
Carthage	...	...	...	...	257	65.23	137	34.77	...	...	394	213	181
Central Fairmount	...	...	3	.47	309	48.89	318	50.32	2	.32	632	324	308
Chase	...	...	1	.11	573	63.53	327	36.25	1	.11	902	482	420
Cheviot	...	...	4	.97	194	47.20	212	51.58	1	.24	411	205	206
C.A.P.E.Primary	...	...	1	.18	375	68.68	169	30.95	1	.18	546	311	235
C.B.A./A.W.L.	...	...	68	7.60	524	58.55	292	32.63	11	1.23	895	416	479
Clifton	2	.36	33	5.98	325	58.88	190	34.42	2	.36	552	252	300
College Hill	...	...	3	.58	320	62.38	190	37.04	...	...	513	264	249
Covedale	2	.31	2	.31	143	21.93	503	77.15	2	.31	652	330	322
Douglass	...	...	...	...	480	77.92	136	22.08	...	...	616	349	267
Eastern Hills	...	...	2	.28	417	58.24	297	41.48	...	...	716	353	363
Fairview	...	...	11	1.75	302	47.94	313	49.68	4	.63	630	305	325
Hartwell	1	.19	3	.57	248	46.97	272	51.52	4	.76	528	256	272
Hays	...	...	...	...	395	89.77	45	10.23	...	...	440	245	195
Heberle	1	.13	37	4.77	494	63.66	238	30.67	6	.77	776	430	346
Heinold	...	...	...	...	367	69.90	158	30.10	...	...	525	271	254
Hoffman	...	...	...	...	347	99.71	1	.29	...	...	348	189	159
Hyde Park	...	...	...	...	222	70.03	95	29.97	...	...	317	180	137
Kilgour	...	...	3	.69	213	48.74	221	50.57	...	...	437	224	213
Kirby Road	...	...	...	...	259	47.26	288	52.55	1	.18	548	273	275
Linwood	...	...	4	1.37	141	48.45	146	50.17	...	...	291	133	158
Losantiville	...	...	5	1.40	247	69.38	103	28.93	1	.28	356	191	165

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1989 (October 2-6)

School	American Indian	%	Asian	%	Black	%	White	%	His-panic	%	TOTAL	Male	Female
Elementary Schools													
McKinley	...	...	...	...	30	12.61	208	87.39	...	...	238	137	101
Midway	...	...	3	.53	209	36.60	359	62.87	...	...	571	296	275
Millvale	...	...	...	...	316	92.67	25	7.33	...	...	341	187	154
Mt. Airy	...	...	6	.86	397	57.04	288	41.38	5	.72	696	384	312
Mt. Washington	...	...	6	1.05	150	26.18	417	72.77	...	...	573	257	316
North Avondale	...	...	9	1.76	270	52.94	231	45.29	...	...	510	244	266
North Fairmount	...	...	2	.43	370	80.26	89	19.31	...	...	461	252	209
Oyler	...	...	...	...	196	43.56	253	56.22	1	.22	450	243	207
Parham	...	...	...	...	475	90.82	48	9.18	...	...	523	287	236
Pleasant Hill	...	...	4	.63	487	76.94	141	22.27	1	.16	633	302	331
Pleasant Ridge	1	.17	3	.51	402	67.91	184	31.08	2	.34	592	305	287
P.S.A.E. (Schiel)	...	...	6	1.57	222	58.27	152	39.90	1	.26	381	159	222
Quebec Heights	1	.17	1	.17	276	45.54	324	53.47	4	.66	606	309	297
Roberts	1	.13	1	.13	325	40.83	469	58.92	...	...	796	377	419
Rockdale	...	...	...	...	587	98.82	7	1.18	...	...	594	334	260
Roll Hill	...	...	1	.21	278	57.92	200	41.67	1	.21	480	221	259
Roosevelt	...	...	...	...	223	53.61	193	46.39	...	...	416	208	208
Roselawn Condon	...	...	2	.29	473	68.45	211	30.54	5	.72	691	354	337
Rothenberg	...	...	...	...	514	89.70	59	10.30	...	...	573	304	269
Sands	...	...	4	.61	312	47.93	334	51.31	1	.15	651	311	340
Sayler Park	7	1.32	...	...	37	6.98	483	91.13	3	.57	530	269	261
Silverton	...	...	8	1.53	441	84.48	73	13.98	...	...	522	280	242
South Avondale	...	...	...	...	360	100.00	...	...	...	...	360	187	173
Swifton	...	...	1	.29	278	80.35	57	16.47	10	2.89	346	178	168
Taft	...	...	...	...	435	98.19	8	1.81	...	...	443	243	200
Vine	...	...	...	...	261	86.14	42	13.86	...	...	303	169	134

AVERAGE DAILY MEMBERSHIP DURING THE FIRST FULL WEEK IN OCTOBER, 1989 (October 2-6)

School	American Indian	%	Asian	%	Black	%	White	%	His panic	%	TOTAL	Male	Female
Washburn	...	...	...	...	373	71.05	152	28.95	...	...	525	273	252
Washington Park	...	...	...	...	260	59.91	174	40.09	...	...	434	216	218
Westwood	...	...	4	.56	133	18.63	576	80.67	1	.14	714	382	332
Whittier	...	...	...	...	271	47.38	301	52.62	...	...	572	297	275
Windsor	...	...	...	...	346	98.58	5	1.42	...	...	351	175	176
Winton Place	...	...	...	...	472	94.59	27	5.41	...	...	499	285	214
Woodford	...	...	5	1.22	219	53.55	184	44.99	1	.24	409	222	187
Total Elementary	16	.05	248	.79	19,308	61.89	11,552	37.03	74	.24	31,198	16,122	15,076
Special Schools													
Altercrest	...	...	...	...	1	10.00	9	90.00	...	...	10	10	...
Allen House	...	...	...	...	8	53.33	7	46.67	...	...	15	8	7
CCDD	...	...	...	...	6	100.00	...	...	...	...	6	6	...
Children's Home	...	...	...	...	7	23.33	23	76.67	...	...	30	21	9
Guilford	...	...	...	...	57	52.29	52	47.71	...	...	109	73	36
Hillcrest	...	...	...	...	84	57.53	62	42.47	...	...	146	118	28
Hospitals	...	...	3	2.78	10	9.26	95	87.96	...	...	108	51	57
Juv. Court Ctr.	...	...	...	...	53	60.92	34	39.08	...	...	87	57	30
Stay Center	...	...	...	...	3	50.00	3	50.00	...	...	6	4	2
Talbert House	...	...	...	...	...	...	8	100.00	...	...	8	6	2
Total Special Schools	...	...	3	.57	229	43.62	293	55.81	...	...	525	354	171
Part Time Vocational/ Driver Education/ JVS	...	...	1	.56	22	12.36	155	87.08	...	...	178	26	152
DISTRICT TOTAL	39	.08	407	.80	31,561	62.00	18,793	36.92	101	.20	50,901	26,206	24,695

APPENDIX 1

Grade Level Comparison, 1988-89 and 1989-90

	1988-89	1989-90	Difference
K	4570	4571	+ 1
1	5294	5031	-263
2	4664	4689	+ 25
3	4397	4365	- 32
4	4315	4256	- 59
5	3886	4134	+248
6	3484	3660	+176
7	3771	3817	+ 46
8	3683	3611	- 72
9	4341	4479	+138
10	3185	3040	-145
11	3116	2771	-345
12	2900	2477	-423
Total	51,606	50,901	-705
K-6	30,610	30,706	+ 96
7-8	7,454	7,428	- 26
9-12	13,542	12,767	-775

APPENDIX 2

Comparison of Projected 1989 ADM with Actual 1989 ADM

Level	Projected	Actual	Difference
K	4,694	4,571	-123
1-6	26,102	26,135	+ 33
7-8	7,431	7,428	- 3
9-12	13,073	12,767	-306
Total	51,300	50,901	-399

APPENDIX B

B-1

Planning,
Research &
Evaluation Branch

Alternative Programs

An Evaluation Report 1988-1989

Prepared by
Mr. Jerry W. Moore

October 1989

Cincinnati Public Schools
Office of the Superintendent

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EXECUTIVE SUMMARY
ALTERNATIVE PROGRAMS
CINCINNATI PUBLIC SCHOOLS
1988-1989

Alternative programs in the Cincinnati Public Schools for the 1988-89 school year continued to contribute to the school district's efforts in providing quality integrated educational opportunities for students in grades K-12.

The total number of alternative school program offerings increased to 49 by the addition of three new programs and the elimination of two. The number of students attending alternative programs was 18,748, an increase of 1,517 over the previous school year, and 56% of the students in these programs were black.

The achievement level of approximately 50% of all alternative students was equal to or better than the national average on standardized tests in reading, language and mathematics. Comparisons of academic achievement between alternative and non-alternative program students revealed that a greater percentage of alternative program students scored at or above the national norm in reading (50.0% and 35.8%, respectively), language (49.4% and 34.8%, respectively) and mathematics (51.9% and 36.8%, respectively). The analysis also indicated that neither alternative nor non-alternative students met the expected normal curve equivalent (NCE) achievement gain in reading (-0.9 NCE and -1.0 NCE, respectively), language (-0.5 NCE and -0.6 NCE, respectively) or mathematics (-1.5 NCEs and -2.3 NCEs, respectively). Overall, these achievement results were very similar for both groups of students although alternative program students did demonstrate more positive results in mathematics.

An analysis of responses to attitudinal surveys indicated that alternative program students, their parents, and teachers all held more positive attitudes toward school and toward school safety and discipline than their peers in non-alternative programs. The interracial understanding of alternative students, their parents and teachers was also more positive than their non-alternative peers.

Budget allocations for program staff, in excess of regular school staffing formulas, totaled approximately eight million six hundred thousand dollars for the 1988-89 school year. An additional amount of approximately one million dollars was allocated to alternative programs for non-personnel costs. The sources of these funds were the school General Fund, the Bronson Settlement Agreement and the Magnet Schools Assistance Act Grant.

ALTERNATIVE PROGRAMS
1988-1989

Introduction

For more than one hundred years, the dominant pattern of schooling in the United States was the assignment of children to the schools in their neighborhoods. Certainly, there have always been exceptions to this prevailing pattern: private and parochial schools, evening schools, and area vocational schools. For the majority of families, however, assignment to neighborhood public schools has been the norm. During the last nineteen years, the Cincinnati city school district has provided alternative programs as an option to attendance at neighborhood schools. Alternative programs[1] have been increasing in popularity throughout the country in recent years.

Applications for entrance into alternative programs are received from students regardless of where they may reside within the Cincinnati school district boundaries. Acceptance into programs is based primarily on race and application date. Principals are directed to select students from the pool of applicants that will result in an optimal racial balance.

The first alternative program in the Cincinnati Public Schools was begun almost two decades ago in September 1970. The Individual Progress and Social Impact Program continues today at its original two sites. Since 1970, 52 new alternative school programs have been started. Some of these programs have changed sites during this time and other programs have been closed at certain sites. For the 1988-89 school year there were 49 alternative programs; there were 24 unique programs in operation at 46 different school sites. Shown in Table 1 are all of these alternative school programs and their respective school sites and the total years in existence of each program.[2]

---

[1] Alternative programs and magnet programs are synonymous terms. Magnet program or magnet school is the preferred term of the federal government and many other school districts throughout the country.

The 1984 Bronson Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People requires the establishment of new alternative programs to assist in meeting the goals of the agreement. Since this agreement was reached, ten new alternative programs have been started. Each of these programs has existed for 5 years or less (see Table 1).

The purpose of this report is to summarize evaluative data on alternative programs in the Cincinnati Public Schools and to provide information to support the decision-making processes related to these programs. Enrollment data, achievement status, achievement gains, attitude survey results, and estimated costs are presented for the alternative programs operating during the 1988-89 school year. Most of these data came from records maintained in the Planning, Research and Evaluation Branch. Data on the number of student applications and excess program costs were obtained from the Alternative/Settlement Office.

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[2] All tables in this report which show data for all alternative programs list alternative programs in alphabetical order in two groups. Those programs in elementary schools are listed first and those in secondary schools follow. Therefore, although the following programs are listed twice, they are not considered different alternative programs: (1) Cincinnati Academy of Physical Education (K-5) and Cincinnati Academy of Physical Education (6-12); (2) Elementary Academy of Mathematics and Science (K-6) and Cincinnati Academy of Mathematics and Science (7-12); and (3) Paideia Critical Thinking School at Roberts (K-8) and Paideia Critical Thinking School at Shroder (7-9).

Table 1. Principal and Total Number of Years of the Existence of Each Alternative Program, June 1989.

Program/Location		Area	Principal 1988-89	School Year Established	Total Years of Program's Existence
Applied Arts Academy					
Oyler	(4-6)	1	Miriam Kinard	1977-1978 1979-1980*	12
Academy of World Languages					
Sawyer	(K-5)	3	Gwendolyn Robinson	1985-1986 1987-1988*	4
Cincinnati Academy of Physical Education-Elementary					
Winton Terrace	(K-5)	2	Barbara Shells	1985-1986	4
Elementary College Preparatory					
Anderson Place	(4-6)	3	Alan James	1980-1981	9
Bond Hill	(4-6)	3	Marva Mitchell	1976-1977	13
Burton	(4-6)	2	Dennis McNeal	1975-1976	14
Covedale	(4-6)	1	Mary Jo Kell	1975-1976	14
Pleasant Hill	(4-6)	2	Henri Frazier	1976-1977	13
Roselawn/Condon	(4-8)	2	John Knoechel	1975-1976	14
Elementary Individually Guided Education					
Eastern Hills	(K-8)	3	Annie Ohr	1972-1973 1978-1980*	17
Heinold	(K-8)	1	Rita Swegman	1977-1978	12
Silverton	(K-6)	3	D. Rossman Turpeau	1975-1976	14
Woodford	(K-3)	3	Gwendolyn Walton	1976-1977	13
Elementary Academy of Mathematics and Science					
Quebec Heights	(K-6)	1	Melody Dacey	1988-1989	1
Extended Day Enrichment Program					
Heberle	(K-6)	1	Henri Bradshaw	1984-1985	5
French Bilingual					
Carthage	(K-5)	2	Janet Weingartner	1979-1980	10
Midway	(K-5)	1	Maxine Watson	1975-1976 1978-1979*	14
Mt. Washington	(K-5)	3	Gerald Porter	1983-1984	6
Fundamental Academy					
College Hill	(K-6)	2	Jerry Boyle	1976-1977	13
Linwood	(K-6)	3	Karen Eske	1975-1976	14
German Bilingual					
Fairview	(K-5)	3	Frederick Veidt	1974-1975 1976-1977*	15
Individual Progress and Social Impact Program					
Bramble	(K-3)	3	Jane Patterson	1970-1971	19
Pleasant Hill	(K-3)	2	Henri Frazier	1970-1971	19
Intermediate University Demonstration School					
Chase	(3-6)	2	Patricia Torrey	1981-1982	8
Montessori					
Carson	(K-2)	1	Brenda White	1988-1989	1
North Avondale	(K-6)	2	Thomas Rothwell	1983-1984	6
Sands	(K-6)	1	Sandra Sommer	1974-1975 1980-1981*	15
Multi-Age					
Clifton	(K-6)	2	Mary Wagner	1975-1976	14
Paideia Critical Thinking School					
Roberts	(K-8)	1	Raymond Smith	1988-1989	1

Table 1. (cont'd.)

Program/Location	Area	Principal 1988-89	School Year Established	Total Years of Program's Existence
Primary Arts Enrichment				
Schiel (K-3)	3	Janet Parker	1985-1986	4
Reading/Language Arts Demonstration Center				
Douglass (K-6)	3	Thomas Haley	1981-1982	8
Roll Hill (K-6)	1	C. Maude Thompson	1986-1987	3
Spanish Bilingual				
Cheviot (K-5)	1	Thomas Webb	1983-1984	6
Hartwell (K-5)	2	James Gumm	1975-1976	14
Mt. Airy (K-5)	2	Meredythe Flynn	1976-1977	13
Pleasant Ridge (K-5)	2	Roman Walton	1976-1977	13
Swifton (K-5)	2	Clio Houp	1976-1977	13
Cincinnati Academy of Mathematics & Science				
Woodward (7-12)	3	J. Michael Brandt	1975-1976 1977-1978*	14
Cincinnati Academy of Physical Education				
CAPE (6-12)	2	Doris Frye	1977-1978	12
Cincinnati Bilingual Academy				
Sawyer (6-8)	3	Gwendolyn Robinson	1974-1975 1985-1986*	15
City-Wide Law, Government and Communications Academy				
Hughes (9-12)	3	Lofell Williams	1971-1972	18
Computers Unlimited				
Hughes (9-12)	3	Lofell Williams	1984-1985	5
International Studies Academy				
Withrow (9-12)	3	Lionel Brown	1980-1981	9
Junior High College Readiness				
Dater (7-9)	1	Kenneth Smith	1983-1984	6
Peoples (7-8)	3	William Thorman	1975-1976	14
Porter (7-8)	1	Edward Hawkins	1975-1976 1976-1977*	14
Schwab (7-8)	2	Barbara Smitherman	1975-1976 1978-1979*	14
Paideia Critical Thinking School				
Shroder (7-9)	3	Robert Suess	1986-1987	3
School for Creative and Performing Arts				
SCPA (4-12)	1	William Dickinson	1973-1974 1976-1977*	16

*School Year Program Established at Current Site

Evaluation Results

Student Enrollment

Student enrollment and racial composition data by program for October 1988 are shown in Table 2. A record high 18,748 students were enrolled in alternative programs, an increase of 1,517 over the 1987-88 school year. Of the total number of students enrolled in alternative programs, 56% were black. The percentage of black students in alternative programs has ranged from 54% to 57% over the last seven years. Total program enrollment during this period has increased by 5,397 students from the fall 1982 total of 13,351.

Three new alternative programs were added in the 1988-89 school year (Carson Montessori at Carson Elementary School, the Elementary Academy of Mathematics and Science at Quebec Heights Elementary School, and the Paideia Critical Thinking School at Roberts) and two programs were eliminated (the Elementary Academy of Mathematics and Science at Rockdale Elementary School and Individually Guided Education at North Avondale), keeping the number of unique alternative programs at 24 and increasing the number of individual program locations to 49. Twelve of the 24 alternative programs were operated in more than one school. Individual programs were almost evenly distributed among the three administrative areas. Area 1 had fourteen, Area 2 had eighteen and Area 3 had seventeen alternative programs (see Table 1).

A breakdown of the alternative program student population by grade level is shown in Table 3. Students of all grade levels were enrolled in alternative programs. A total of 13,907 alternative students (74.2%) were in the elementary grade levels of K-6.

Table 2. Membership Distribution and Percentage of Black Students in Alternative Programs, October 1988.

Program/Location		Black	Non-Black	Total	Percentage Black
Applied Arts Academy					
Oyler	(4-6)	44	184	228	19.3%
Academy of World Languages					
Sawyer	(K-5)	153	102	255	60.0
Cincinnati Academy of Physical Education-Elementary					
Winton Terrace	(K-5)	317	195	512	62.0
Elementary College Preparatory					
Anderson Place	(4-6)	29	45	74	39.2
Bond Hill	(4-6)	60	3	63	95.2
Burton	(4-6)	52	1	53	98.1
Covedale	(4-6)	77	149	226	34.1
Pleasant Hill	(4-6)	64	36	100	64.0
Roselawn/Condon	(4-8)	166	115	281	59.1
Elementary Individually Guided Education					
Eastern Hills	(K-8)	395	320	715	65.3
Heinold	(K-8)	386	172	558	69.2
Silverton	(K-6)	411	99	510	80.6
Woodford	(K-3)	189	181	370	51.1
Elementary Academy of Mathematics and Science					
Quebec Heights	(K-6)	267	352	619	43.1
Extended Day Enrichment Program					
Heberle	(K-6)	36	29	65	55.4
French Bilingual					
Carthage	(K-5)	249	149	398	62.6
Midway	(K-5)	122	138	260	46.9
Mt. Washington	(K-5)	84	279	363	23.1
Fundamental Academy					
College Hill	(K-6)	311	210	521	59.7
Linwood	(K-6)	141	174	315	44.8
German Bilingual					
Fairview	(K-5)	282	307	589	47.9
Individual Progress and Social Impact Program					
Bramble	(K-3)	85	44	129	65.9
Pleasant Hill	(K-3)	243	84	327	74.3
Intermediate University Demonstration School					
Chase	(3-6)	500	364	864	57.9
Montessori					
Carson	(K-2)	64	162	166	38.6
North Avondale	(K-6)	276	238	514	53.7
Sands	(K-6)	310	354	664	46.7

Table 2. (Cont'd.)

Program/Location		Black	Non-Black	Total	Percentage Black
Multi-Age					
Clifton	(K-6)	340	236	576	59.0%
Paideia Critical Thinking School					
Roberts	(K-8)	344	466	810	42.5
Primary Arts Enrichment					
Schiel	(K-3)	212	171	383	55.4
Reading/Language Arts Demonstration Center					
Douglass	(K-6)	478	154	624	76.6
Roll Hill	(K-6)	253	208	461	54.9
Spanish Bilingual					
Cheviot	(K-5)	185	211	396	46.7
Hartwell	(K-5)	133	85	218	61.0
Mt. Airy	(K-5)	129	104	233	55.4
Pleasant Ridge	(K-5)	203	110	313	64.9
Swifton	(K-5)	62	75	137	45.3
Cincinnati Academy of Mathematics & Science					
Woodward	(7-12)	347	119	466	74.5
Cincinnati Academy of Physical Education					
CAPE	(6-12)	547	383	930	58.8
Cincinnati Bilingual Academy					
Sawyer	(6-8)	287	203	510	56.3
City-Wide Law, Government and Communications Academy					
Hughes	(9-12)	65	25	90	72.2
Computers Unlimited					
Hughes	(9-12)	250	73	323	77.4
International Studies Academy					
Withrow	(9-12)	372	152	524	71.0
Junior High College Readiness					
Dater	(7-9)	59	90	149	39.6
Peoples	(7-8)	56	23	79	70.9
Porter	(7-8)	28	19	47	59.6
Schwab	(7-8)	62	40	102	60.8
Paideia Critical Thinking School					
Shroder	(7-9)	259	209	468	55.3
School for Creative and Performing Arts					
SCPA	(4-12)	523	647	1170	44.7
TOTAL		10507	8241	18748	56.0%

Table 3. Enrollment in Alternative Programs by Grade Level, October 1988.

Grade Level	Number and Percentage of Students Enrolled	
K	2128	11.4%
1	2184	11.6
2	1993	10.6
3	1895	10.1
4	2130	11.4
5	1873	10.0
6	1704	9.1
7	1305	7.0
8	1181	6.3
9	813	4.3
10	569	3.0
11	491	2.6
12	482	2.6
TOTAL	**18748**	100.0%

Number of Student Applications

The number of applications from students wishing to enroll in an alternative program during the 1988-89 school year is presented by program in Table 4. Of the 16,656 applications received, 6,651 (40%) were accepted while 4,101 (25%) were rejected. Other applications were placed on a waiting list for use when vacancies occurred during the school year. The large number of applications that could not be accepted due to space limitations on program enrollments indicates that a great demand continues for alternative programs on the part of students and parents.

Fifty-two percent of the newly accepted students for the 1988-89 school year were black. A total of 66% of the applications that were rejected were submitted by black students. Approximately 60% of all applications received were from black students.

Table 4. Alternative Applications Received, Accepted and Rejected Between January and December 1988.

		APPLICATIONS						
		Received	Accepted			Rejected		
Program/Location			Black	Non-Black	Total	Black	Non-Black	Total
Applied Arts Academy								
Oyler	(4-6)	34	6	4	10	1	2	3
Academy of World Languages								
Sawyer	(K-5)	261	70	45	115	35	4	39
Cincinnati Academy of Physical Education-Elementary								
Winton Terrace	(K-5)	753	121	60	181	329	29	358
Elementary College Preparatory								
Anderson Place	(4-6)	69	10	17	27	1	0	1
Bond Hill	(4-6)	58	25	4	29	16	1	17
Burton	(4-6)	38	18	0	18	6	0	6
Covedale	(4-6)	208	29	64	93	20	56	76
Pleasant Hill	(4-6)	80	26	21	47	11	2	13
Roselawn/Condon	(4-8)	363	62	42	104	133	32	165
Elementary Individually Guided Education								
Eastern Hills	(K-8)	402	127	76	203	3	23	26
Heinold	(K-8)	305	101	38	139	57	2	59
Silverton	(K-6)	200	43	35	78	85	1	86
Woodford	(K-3)	220	59	60	119	41	2	43
Elementary Academy of Mathematics and Science								
Quebec Heights	(K-6)	1403	265	350	615	3	206	209
Extended Day Enrichment Program								
Heberle	(K-6)	120	15	25	40	63	1	64
French Bilingual								
Carthage	(K-5)	185	58	43	101	20	1	21
Midway	(K-5)	236	27	32	59	16	78	94
Mt. Washington	(K-5)	159	21	102	123	4	3	7
Fundamental Academy								
College Hill	(K-6)	331	78	55	133	103	20	123
Linwood	(K-6)	135	38	48	86	15	17	32
German Bilingual								
Fairview	(K-5)	281	94	77	171	16	12	28
Individual Progress and Social Impact Program								
Bramble	(K-3)	109	46	28	74	0	0	0
Pleasant Hill	(K-3)	250	83	41	124	29	0	29

Table 4. (Cont'd.)

Program/Location		APPLICATIONS						
		Received	Accepted			Rejected		
			Black	Non-Black	Total	Black	Non-Black	Total
Intermediate University Demonstration School								
Chase	(3-6)	429	233	147	380	20	3	23
Montessori								
Carson	(K-2)	523	61	95	156	5	201	206
North Avondale	(K-6)	392	39	51	90	168	43	211
Sands	(K-6)	403	55	85	140	108	26	134
Multi-Age								
Clifton	(K-6)	405	46	46	92	211	12	223
Paideia Critical Thinking School								
Roberts	(K-8)	1836	346	444	790	11	317	328
Primary Arts Enrichment								
Schiel	(K-3)	442	60	62	122	118	13	131
Reading/Language Arts Demonstration Center								
Douglass	(K-6)	287	6	43	49	189	3	192
Roll Hill	(K-6)	354	46	75	121	130	7	37
Spanish Bilingual								
Cheviot	(K-5)	266	54	57	111	13	73	86
Hartwell	(K-5)	139	38	25	63	27	2	29
Mt. Airy	(K-5)	160	46	32	78	25	6	31
Pleasant Ridge	(K-5)	188	43	36	79	36	3	39
Swifton	(K-5)	130	14	24	38	46	1	47
Cincinnati Academy of Mathematics and Science								
Woodward	(7-12)	588	85	62	147	182	6	188
Cincinnati Academy of Physical Education								
CAPE	(6-12)	745	110	97	207	209	30	239
Cincinnati Bilingual Academy								
Sawyer	(6-8)	244	105	99	204	7	0	7
City-Wide Law, Government and Communications Academy								
Hughes	(9-12)	130	42	15	57	40	0	40
Computers Unlimited								
Hughes	(9-12)	220	99	25	124	26	1	27

Table 4. (Cont'd.)

		APPLICATIONS						
		Received	Accepted			Rejected		
Program/Location			Black	Non-Black	Total	Black	Non-Black	Total
International Studies Academy								
Withrow	(9-12)	342	79	51	130	33	0	33
Junior High College Readiness								
Dater	(7-9)	308	33	55	88	32	8	40
Peoples	(7-8)	101	26	6	32	6	0	6
Porter	(7-8)	49	18	6	24	2	1	3
Schwab	(7-8)	57	7	4	11	14	3	17
Paideia Critical Thinking School								
Shroder	(7-9)	654	104	115	219	3	1	4
School for Creative and Performing Arts								
SCPA	(4-12)	1064	212	198	410	122	159	281
TOTAL		16656	3429	3222	6651	2690	1411	4101

Achievement Status

The California Achievement Tests (Form E) were administered in April 1988 to all students in grades 1 through 11, including students in alternative programs. The number and percentage of alternative program students whose achievement equaled or exceeded the national norm in reading, language and mathematics are shown in Table 5. Student achievement in Table 5 is also reported by the number and percentage of students in three stanine categories - below average (stanines 1, 2, and 3), average (stanines 4, 5, and 6), and above average (stanines 7, 8, and 9). The data presented were based on total reading, total language and total mathematics achievement results.

Table 5. *Stanine Distribution and Percentage At or Above National Norm for Total Reading (TR), Total Language (TL) and Total Mathematics (TM) of Alternative Students by Program and Location, California Achievement Tests (Form E), April 1989.*

		ACHIEVEMENT CATEGORY											
		Below Average (1-3) N (%)			Average (4-6) N (%)			Above Average (7-9) N (%)			Percentage At or Above National Norm N (%)		
Program/Location		TR	TL	TM	TR	TL	TM	TR	TL	TM	TR	TL	TM
Applied Arts Academy													
Oyler	(4-6)	29 (42.6)	29 (43.9)	32 (47.1)	38 (55.9)	36 (54.5)	34 (50.0)	1 (1.5)	1 (1.5)	2 (2.9)	11 (16.2)	13 (19.7)	14 (20.6)
Academy of World Languages													
Sawyer	(1-5)	20 (14.2)	18 (12.8)	28 (16.5)	86 (61.0)	82 (58.2)	82 (48.2)	35 (24.8)	41 (29.0)	60 (35.3)	80 (56.7)	75 (53.2)	108 (63.5)
Cincinnati Academy of Physical Education - Elementary													
Winton Terrace	(1-5)	88 (22.6)	63 (16.1)	71 (18.3)	252 (64.6)	248 (63.4)	239 (61.6)	50 (12.8)	80 (20.5)	78 (20.1)	164 (42.1)	196 (50.1)	209 (53.9)
Elementary College Preparatory													
Anderson Place	(4-6)	0 (0.0)	0 (0.0)	0 (0.0)	16 (22.9)	7 (9.9)	4 (5.6)	54 (77.1)	64 (90.1)	67 (94.4)	69 (98.6)	71(100.0)	70 (98.6)
Bond Hill	(4-6)	2 (3.3)	4 (6.7)	5 (8.3)	47 (78.3)	44 (73.3)	44 (73.3)	11 (18.3)	12 (20.0)	11 (18.3)	34 (56.7)	36 (60.0)	33 (55.0)
Burton	(4-6)	3 (5.7)	2 (3.8)	1 (1.9)	42 (79.2)	39 (73.6)	24 (46.2)	8 (15.1)	12 (22.6)	27 (51.9)	34 (64.2)	33 (62.3)	47 (90.4)
Covedale	(4-6)	10 (4.7)	11 (5.2)	8 (3.8)	124 (57.9)	90 (42.7)	95 (44.6)	80 (37.4)	110 (52.1)	110 (51.6)	157 (73.4)	169 (80.1)	171 (80.3)
Pleasant Hill	(4-6)	4 (4.0)	2 (2.0)	1 (1.0)	61 (60.4)	59 (58.4)	43 (42.6)	36 (35.6)	40 (39.6)	57 (56.4)	78 (77.2)	82 (81.2)	89 (88.1)
Roselawn/Condon	(4-8)	5 (1.8)	5 (1.8)	3 (1.1)	174 (62.8)	146 (52.9)	144 (51.8)	98 (35.4)	125 (45.3)	131 (47.1)	227 (81.9)	233 (84.4)	231 (83.1)
Elementary Individually Guided Education													
Eastern Hills	(1-8)	162 (28.5)	197 (34.7)	203 (35.7)	361 (63.6)	315 (55.5)	297 (52.3)	45 (7.9)	56 (9.9)	68 (12.0)	173 (30.5)	158 (27.8)	169 (29.8)
Heinold	(1-8)	189 (46.0)	207 (50.6)	177 (43.5)	207 (50.4)	187 (45.7)	195 (47.9)	15 (3.7)	15 (3.6)	35 (8.6)	89 (21.7)	75 (18.3)	106 (26.0)
Silverton	(1-6)	85 (21.6)	95 (24.1)	77 (19.5)	222 (56.5)	218 (55.2)	225 (57.0)	86 (21.9)	82 (20.8)	93 (23.5)	196 (49.9)	186 (47.1)	230 (58.2)
Woodford	(1-3)	35 (12.2)	26 (9.1)	30 (10.5)	132 (46.2)	119 (41.5)	101 (35.3)	119 (41.6)	142 (49.5)	155 (54.2)	201 (70.3)	218 (76.0)	219 (23.4)
Elementary Academy of Mathematics and Science													
Quebec Heights	(1-6)	153 (33.0)	168 (36.2)	139 (30.1)	267 (57.7)	243 (52.4)	233 (50.4)	43 (9.3)	53 (11.4)	90 (19.5)	154 (33.3)	157 (33.8)	210 (45.5)
Extended Day Enrichment Program													
Heberle	(1-6)	7 (18.4)	10 (26.3)	10 (26.3)	22 (57.9)	16 (42.1)	18 (47.4)	9 (23.7)	12 (31.6)	10 (26.3)	16 (42.1)	19 (50.0)	22 (57.9)
French Bilingual													
Carthage	(1-5)	65 (22.2)	49 (16.7)	63 (21.6)	182 (62.1)	191 (65.0)	149 (51.2)	46 (15.7)	54 (18.4)	79 (27.1)	130 (44.4)	147 (50.0)	164 (56.4)
Midway	(1-5)	33 (17.7)	26 (14.0)	23 (12.4)	106 (57.0)	91 (48.9)	106 (57.0)	47 (25.3)	69 (37.1)	57 (30.6)	105 (56.5)	121 (65.1)	124 (66.7)
Mt. Washington	(1-5)	21 (8.8)	17 (7.1)	25 (10.4)	129 (53.8)	124 (51.9)	128 (53.3)	90 (37.5)	98 (41.0)	87 (36.3)	182 (75.8)	172 (72.0)	175 (72.9)
Fundamental Academy													
College Hill	(1-6)	81 (21.7)	77 (20.6)	76 (20.4)	210 (56.1)	221 (59.1)	212 (56.8)	83 (22.2)	76 (20.3)	85 (22.8)	181 (48.4)	179 (47.9)	196 (52.5)
Linwood	(1-6)	41 (17.2)	28 (11.6)	35 (14.3)	152 (63.6)	160 (66.1)	162 (66.4)	46 (19.2)	54 (22.3)	47 (19.3)	119 (49.8)	132 (54.5)	134 (54.9)
German Bilingual													
Fairview	(1-5)	37 (8.1)	23 (5.0)	48 (10.5)	251 (55.0)	266 (58.3)	229 (50.3)	168 (36.8)	167 (36.6)	178 (39.1)	336 (73.7)	326 (71.5)	323 (71.0)
Individual Progress and Social Impact Program													
Bramble	(1-3)	10 (14.7)	14 (20.6)	24 (35.3)	42 (61.8)	37 (54.4)	36 (52.9)	16 (23.5)	17 (25.0)	8 (11.8)	38 (55.9)	41 (60.3)	26 (38.2)
Pleasant Hill	(1-3)	58 (23.5)	43 (17.5)	81 (31.9)	129 (52.2)	135 (54.9)	111 (48.0)	60 (24.3)	68 (27.6)	47 (19.1)	130 (52.6)	132 (53.7)	104 (42.3)
Intermediate University Demonstration School													
Chase	(3-6)	268 (34.2)	329 (41.9)	297 (37.8)	472 (60.2)	398 (50.7)	441 (56.2)	44 (5.6)	58 (7.4)	47 (6.0)	216 (27.6)	191 (24.3)	212 (27.0)
Montessori													
Carson	(1-2)	26 (29.2)	24 (26.4)	25 (28.1)	46 (51.7)	47 (51.6)	38 (42.7)	17 (19.1)	20 (22.0)	26 (29.2)	41 (46.1)	44 (48.4)	45 (50.6)
North Avondale	(1-6)	30 (7.1)	45 (10.7)	52 (12.4)	219 (52.0)	204 (48.5)	193 (46.2)	172 (40.9)	172 (40.9)	173 (41.4)	290 (68.9)	292 (69.4)	293 (70.1)
Sands	(1-6)	63 (11.8)	70 (12.9)	70 (12.9)	231 (43.4)	235 (43.4)	232 (42.7)	238 (44.7)	236 (43.6)	241 (44.4)	366 (68.8)	357 (66.0)	375 (69.1)

Table 5. (Cont'd.)

Program/Location		ACHIEVEMENT CATEGORY									Percentage At or Above National Norm		
		Below Average (1-3) N (%)			Average (4-6) N (%)			Above Average (7-9) N (%)			N (%)		
		TR	TL	TM	TR	TL	TM	TR	TL	TM	TR	TL	TM
Multi-Age													
Clifton	(1-6)	112 (23.9)	100 (21.2)	114 (23.3)	245 (52.4)	255 (54.1)	248 (50.6)	111 (23.7)	116 (24.6)	128 (26.1)	236 (50.4)	226 (48.0)	236 (48.2)
Paideia Critical Thinking School													
Roberts	(1-8)	219 (34.6)	222 (35.2)	197 (31.2)	368 (58.1)	356 (56.4)	366 (58.0)	46 (7.3)	53 (8.4)	68 (10.8)	187 (29.5)	182 (28.8)	217 (34.4)
Primary Arts Enrichment													
Schiel	(1-3)	40 (14.7)	35 (12.8)	70 (25.6)	154 (56.4)	140 (51.3)	126 (46.2)	79 (28.9)	98 (35.9)	77 (28.2)	165 (60.4)	173 (63.4)	150 (54.9)
Reading/Language Arts Demonstration Center													
Douglass	(1-6)	167 (35.2)	150 (31.8)	166 (35.1)	253 (53.4)	273 (57.8)	255 (53.9)	54 (11.4)	49 (10.4)	52 (11.0)	161 (34.0)	148 (31.4)	167 (35.3)
Roll Hill	(1-6)	117 (33.0)	106 (30.0)	99 (28.0)	188 (53.0)	183 (51.8)	198 (55.9)	50 (14.1)	64 (18.1)	57 (16.1)	140 (39.4)	145 (41.1)	150 (42.4)
Spanish Bilingual													
Cheviot	(1-5)	87 (32.0)	79 (29.0)	57 (21.0)	146 (53.7)	149 (54.8)	145 (53.3)	39 (14.3)	44 (16.2)	70 (25.7)	114 (41.9)	105 (38.6)	151 (55.5)
Hartwell	(1-5)	22 (14.0)	18 (11.4)	21 (13.3)	101 (64.3)	90 (57.0)	95 (60.1)	34 (21.7)	50 (31.6)	42 (26.6)	100 (63.7)	102 (64.6)	91 (57.6)
Mt. Airy	(1-5)	18 (10.7)	20 (11.9)	21 (12.7)	113 (67.3)	104 (61.9	88 (53.0)	37 (22.0)	44 (26.2)	57 (34.3)	97 (57.7)	90 (53.6)	115 (69.3)
Pleasant Ridge	(1-5)	33 (13.5)	32 (13.2)	42 (17.2)	147 (60.2)	134 (55.4)	129 (52.9)	64 (26.2)	76 (31.4)	73 (29.9)	142 (58.2)	138 (57.0)	146 (59.8)
Swifton	(1-5)	22 (21.2)	16 (15.4)	16 (15.4)	67 (64.4)	66 (63.5)	69 (66.3)	15 (14.4)	22 (21.2)	19 (18.3)	49 (47.1)	48 (46.2)	50 (48.1)
Cincinnati Academy of Mathematics & Science													
Woodward	(7-11)	66 (15.3)	89 (20.7)	58 (13.7)	325 (75.4)	320 (74.4)	314 (74.1)	40 (9.3)	21 (4.9)	52 (12.3)	174 (40.4)	127 (29.5)	211 (49.8)
Cincinnati Academy of Physical Education													
CAPE	(6-11)	268 (39.1)	282 (41.3)	284 (42.2)	396 (57.8)	393 (57.6)	369 (54.8)	21 (3.1)	7 (1.0)	20 (3.0)	126 (18.4)	119 (17.4)	139 (20.7)
Cincinnati Bilingual Academy													
Sawyer	(6-8)	52 (11.0)	52 (11.0)	55 (11.1)	307 (64.8)	305 (64.3)	325 (65.4)	115 (24.2)	117 (24.7)	117 (23.5)	280 (59.1)	286 (60.3)	283 (56.9)
City-Wide Law, Government and Communications Academy													
Hughes	(9-11)	23 (35.9)	27 (43.5)	29 (50.0)	36 (56.3)	34 (54.8)	27 (46.6)	5 (7.8)	1 (1.6)	2 (3.4)	21 (32.8)	15 (24.2)	14 (24.1)
Computers Unlimited													
Hughes	(9-11)	61 (34.1)	74 (41.6)	71 (41.5)	106 (59.2)	99 (55.6)	91 (53.2)	12 (6.7)	5 (2.8)	9 (5.3)	48 (26.8)	38 (21.3)	43 (25.1)
International Studies Academy													
Withrow	(9-11)	26 (9.8)	26 (10.5)	50 (19.2)	180 (68.2)	197 (79.4)	180 (69.2)	58 (22.0)	25 (10.1)	30 (11.5)	170 (64.4)	130 (52.4)	112 (43.1)
Junior High College Readiness													
Dater	(7-9)	4 (2.9)	3 (2.2)	9 (6.7)	107 (77.0)	96 (69.1)	105 (77.8)	28 (20.1)	40 (28.8)	21 (15.6)	103 (74.1)	107 (77.0)	81 (60.0)
Peoples	(7-8)	7 (10.0)	7 (10.1)	13 (18.8)	55 (78.6)	49 (71.0)	48 (69.6)	8 (11.4)	13 (18.8)	8 (11.6)	44 (62.9)	41 (59.4)	31 (44.9)
Porter	(7-8)	4 (8.9)	2 (4.4)	2 (4.4)	39 (86.7)	39 (86.7)	33 (73.3)	2 (4.4)	4 (8.9)	10 (22.2)	17 (37.8)	31 (68.9)	30 (66.7)
Schwab	(7-8)	8 (9.8)	9 (11.3)	15 (18.3)	68 (82.9)	59 (73.8)	60 (73.2)	6 (7.3)	12 (15.0)	7 (8.5)	42 (51.2)	44 (55.0)	31 (37.8)
Paideia Critical Thinking School													
Shroder	(7-9)	89 (21.2)	107 (25.8)	105 (25.5)	281 (67.1)	277 (66.7)	257 (62.4)	49 (11.7)	31 (7.5)	50 (12.1)	171 (40.8)	141 (34.0)	158 (38.3)
School for Creative and Performing Arts													
SCPA	(4-11)	72 (7.3)	73 (7.5)	76 (7.7)	557 (56.5)	587 (60.0)	518 (52.7)	356 (36.1)	319 (32.6)	388 (39.5)	702 (71.3)	658 (67.2)	702 (71.5)

Presented in Table 6 is the stanine distribution in reading, language and mathematics for all students in alternative programs and all non-alternative program students. A comparison of these data shows that in all three areas alternative program students had a lower percentage of scores in the below average stanines (1-3), a similar percentage of scores in the average stanines (4-6), and a higher percentage of scores in the above average stanines (7-9).

It is important to remember that the comparisons of stanine distributions for two groups for the same year describe existing differences in achievement rather than academic progress. It would be expected that a higher percentage of alternative program students would be in the above average stanines since some programs require a higher achievement score for admission.

Table 6. Stanine Distribution and Percentage At or Above National Norm for Total Reading (TR), Total Language (TL), and Total Mathematics (TM) for Alternative and Non-Alternative Students, April 1989.

	ACHIEVEMENT CATEGORY											
	Below Average (1-3) N (%)			Average (4-6) N (%)			Above Average (7-9) N (%)			Percentage At or Above National Norm N (%)		
	TR	TL	TM	TR	TM	TL	TR	TL	TM	TR	TL	TM
Non-Alternative Grades 1-11	7386 (33.6)	7479 (34.2)	7634 (35.1)	11647 (53.0)	11324 (51.7)	10832 (49.8)	2934 (13.4)	3081 (14.1)	3294 (15.1)	7867 (35.8)	7612 (34.8)	8005 (36.8)
Alternative Grades 1-11	2803 (20.8)	2914 (21.6)	2927 (21.7)	7860 (58.2)	7450 (55.3)	7278 (53.9)	2836 (21.0)	3109 (23.1)	3309 (24.5)	6755 (50.0)	6653 (49.4)	7014 (51.9)

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the alternative program students on the California Achievement Tests (Form E) are presented in Table 7. NCEs are equal unit scores on a scale that ranges from 1 to 99 with an average of 50 and a standard deviation of 21. Data for promoted students in grades 2-11 are included. Gain scores cannot be computed for grade 1 students since the necessary baseline data were not obtained during the kindergarten year. The tests are not administered to students in grade 12.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in 0 gain), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain. In addition, a gain of NCEs represents exactly the same amount of expected performance improvement for below average students as it does for the average or above average students.

Gains ranged in reading from -2.8 NCEs to +3.0 NCEs. In language, gains varied from -6.2 NCEs to +6.6 NCEs. Gains in mathematics showed the greatest variation. These were from -10.1 NCEs to +11.0 NCEs.

Table 7. Achievement Status and Gains for Total Reading, Total Language and Total Mathematics of Match Promoted Alternative Students by Program and Location, California Achievement Tests (Form E), April 1988 and April 1989.

Program/Location	TOTAL READING Average NCE 1988	TOTAL READING Average NCE 1989	TOTAL READING NCE Gain	TOTAL LANGUAGE Average NCE 1988	TOTAL LANGUAGE Average NCE 1989	TOTAL LANGUAGE NCE Gain	TOTAL MATHEMATICS Average NCE 1988	TOTAL MATHEMATICS Average NCE 1989	TOTAL MATHEMATICS NCE Gain
Applied Arts Academy									
Oyler (4-6)	35.6	36.1	+0.5	34.7	36.8	+2.1	38.9	37.1	-1.8
Academy of World Languages									
Sawyer (2-5)									
Cincinnati Academy of Physical Education-Elementary									
Winton Terrace (2-5)	48.4	47.5	-0.9	50.3	52.6	+2.3	55.2	50.6	-4.6
Elementary College Preparatory									
Anderson Place (4-6)	75.1	78.1	+3.0	76.9	83.5	+6.6	88.6	89.7	+1.1
Bond Hill (4-6)	52.9	53.2	+0.3	50.0	54.4	+4.4	49.6	53.4	+3.8
Burton (4-6)	53.6	53.2	-0.4	52.8	54.9	+2.1	62.7	66.3	+3.6
Covedale (4-6)	61.4	61.3	-0.1	63.2	65.0	+1.8	64.9	68.0	+3.1
Pleasant Hill (4-6)	60.5	60.1	-0.4	60.4	61.2	+0.8	58.5	69.5	+11.0
Roselawn/Condon (4-8)	63.5	62.0	-1.5	65.4	64.3	-1.1	67.2	66.1	-1.1
Elementary Individually Guided Education									
Eastern Hills (2-8)	45.6	42.8	-2.8	45.0	41.7	-3.3	46.5	42.7	-3.8
Heinold (2-8)	38.5	36.2	-2.3	37.9	34.8	-3.1	42.0	38.8	-3.3
Silverton (2-6)	50.7	49.4	-1.3	52.1	49.1	-3.0	51.7	50.5	-1.2
Woodford (2-3)	64.7	59.6	-5.1	69.7	63.5	-6.2	69.9	66.8	-3.1
Elementary Academy of Mathematics and Science									
Quebec Heights (2-6)	44.4	42.9	-1.5	44.8	41.8	-3.0	50.4	49.7	-0.7
Extended Day Enrichment Program									
Heberle (2-6)	44.2	41.9	-2.3	44.2	44.3	+0.1	43.9	40.7	-3.2
French Bilingual									
Carthage (2-5)	49.4	50.0	+0.6	51.7	52.3	+0.6	54.5	53.7	-0.8
Midway (2-5)	56.2	54.7	-1.5	59.4	60.3	+0.9	61.8	56.6	-5.2
Mt. Washington (2-5)	63.8	59.1	-4.7	62.4	60.6	-1.8	63.8	60.8	-3.0
Fundamental Academy									
College Hill (2-6)	52.4	49.8	-2.6	50.7	49.7	-1.0	52.3	51.3	-1.0
Linwood (2-6)	51.2	49.0	-2.2	55.9	52.6	-3.3	53.2	52.8	-0.4
German Bilingual									
Fairview (2-5)	62.9	62.8	-0.1	63.4	62.1	-1.3	63.0	62.8	-0.2
Individual Progress and Social Impact Program									
Bramble (2-3)	52.1	52.4	+0.3	57.3	53.1	-4.2	48.5	44.2	-4.3
Pleasant Hill (2-3)	51.5	51.2	-0.3	51.9	53.4	+1.5	47.0	42.1	-4.9
Intermediate University Demonstration School									
Chase (3-6)	40.4	40.6	+0.2	38.4	39.4	+1.0	41.2	40.2	-1.0
Montessori									
Carson (2)	53.3	53.6	+0.3	56.3	59.5	+3.2	52.5	54.8	+2.3
North Avondale (2-6)	62.5	59.8	-2.7	61.5	59.8	-1.7	64.3	60.3	-4.0
Sands (2-6)	60.0	60.6	+0.6	61.1	59.3	-1.8	63.3	61.4	-1.9

Table 7. (Cont'd.)

Program/Location		TOTAL READING			TOTAL LANGUAGE			TOTAL MATHEMATICS		
		Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain
Multi-Age										
Clifton	(2-6)	51.1	50.2	-0.9	50.5	50.4	-0.1	50.7	51.1	-0.4
Paideia Critical Thinking School										
Roberts	(2-8)	42.6	42.1	-0.5	42.9	42.3	-0.6	47.7	44.3	-3.4
Primary Arts Enrichment										
Schiel	(2-3)	55.6	55.9	+0.3	56.1	59.3	+3.2	50.5	52.8	+2.3
Reading/Language Arts Demonstration Center										
Douglass	(2-6)	43.6	42.5	-1.1	42.4	42.6	+0.2	42.3	41.9	-0.4
Roll Hill	(2-6)	42.9	41.0	-1.9	44.9	44.0	-0.9	42.3	44.5	-0.8
Spanish Bilingual										
Cheviot	(2-5)	44.7	46.0	+1.3	44.8	46.9	+2.1	48.8	53.9	+5.1
Hartwell	(2-5)	55.1	53.5	-1.6	58.6	60.1	+1.5	59.3	53.2	-6.1
Mt. Airy	(2-5)	52.1	55.1	+3.0	53.4	57.5	+4.1	57.1	61.1	+4.0
Pleasant Ridge	(2-5)	53.2	53.2	+0.0	54.2	55.3	+1.1	62.5	52.4	-10.1
Swifton	(2-5)	52.1	49.7	-2.4	53.6	51.1	-2.5	55.2	49.4	-5.8
Cincinnati Academy of Mathematics & Science										
Woodward	(7-12)	48.5	47.4	-1.1	46.4	44.7	-1.7	53.8	50.0	-3.8
Cincinnati Academy of Physical Education										
CAPE	(6-12)	40.0	38.1	-1.9	40.3	37.8	-2.5	42.7	38.7	-4.0
Cincinnati Bilingual Academy										
Sawyer	(6-8)									
City-Wide Law, Government and Communications Academy										
Hughes	(9-12)	40.3	42.2	+1.9	40.8	39.1	-1.7	38.0	37.2	-0.8
Computers Unlimited										
Hughes	(9-12)	42.3	40.6	-1.7	39.7	38.4	-1.3	40.6	39.7	-0.9
International Studies Academy										
Withrow	(9-12)	56.7	55.6	-1.1	53.2	51.0	-2.2	51.2	48.3	-2.9
Junior High College Readiness										
Dater	(7-9)	57.7	56.7	-1.0	56.3	58.8	+2.5	61.7	53.1	-8.6
Peoples	(7-8)	51.9	51.1	-0.8	52.4	53.9	+1.5	52.9	47.4	-5.5
Porter	(7-8)	48.3	47.7	-0.6	51.1	53.9	+2.8	55.5	55.0	-0.5
Schwab	(7-8)	50.2	49.2	-1.0	50.1	51.1	+1.0	52.9	46.6	-6.3
Paideia Critical Thinking School										
Shroder	(7-9)	46.6	46.5	-0.1	44.8	44.3	-0.5	47.3	45.9	-1.4
School for Creative and Performing Arts										
SCPA	(4-12)	59.7	59.8	-0.1	58.5	57.8	-0.7	60.3	61.6	+1.3

Summarized in Table 8 is a comparison of achievement gains in reading, language and mathematics for all alternative and non-alternative students. Both groups failed to meet the expected achievement growth in reading (-0.9 NCE and -1.0 NCE, respectively), language (-0.5 NCE and -0.6 NCE, respectively) and mathematics (-1.5 NCEs and -2.3 NCEs, respectively) for the 1988-89 school year. NCE losses were similar in reading and language for both groups. However, NCE losses in mathematics were not as great for students in alternative programs as NCE losses were for non-alternative students.

Table 8. **Achievement Status and Gains for Matched Promoted Students, Alternative Students and Non-Alternative Students, California Achievement Tests (Form E), April 1988 and April 1989.**

	TOTAL READING			TOTAL LANGUAGE			TOTAL MATHEMATICS		
	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain
Non-Alternative	45.3	44.3	-1.0	44.9	44.3	-0.6	47.1	44.8	-2.3
Grades 2-11	(N=15714)			(N=15638)			(N=15551)		
Alternative	51.2	50.3	-0.9	51.3	50.8	-0.5	53.2	57.7	-1.5
Grades 2-11	(N=10785)			(N=10725)			(N=10763)		

Attitudes

All students in grades 3-12, all teachers and a sampling of parents participate each year in a School Information System (SIS) survey for the purpose of collecting attitudinal data from these groups toward various school concerns. Responses to items which measured the interracial understanding of the students, teachers and parents and their attitudes toward school and school safety and discipline are reported herein.

Student Attitudes

During April 1989, the School Information System (SIS) Student Survey was administered to both the alternative and non-alternative students. Surveys were completed by 10,380 alternative students and 14,772 non-alternative students at three levels - elementary (grades 3-6), junior/middle (grades 7-8), and senior high (grades 9-12). Since surveys varied slightly for students in grades 3, 4-6, and 7-12, results are presented in Tables 10-12 according to these grade level groupings. The percentage of positive responses to items is reported. However, students could select responses either YES, NO or UNDECIDED for each.

The percentage of positive responses of alternative students for most items either remained approximately the same as last year or increased. The percentage of positive responses for the item which asked students if they had discussed interracial understanding in their classroom increased by 4 percentage points or more for all grade level groupings reported for alternative students. On the other hand, the percentage of positive responses of non-alternative students for most items either remained approximately the same as last year or decreased in the percentage of positive responses on each item.

Interracial Understanding. Five items on each survey were designed to measure students´ personal interracial understanding and how they felt their school supported positive interracial understanding. The percentage of positive responses to each item for both alternative and non-alternative students is presented in Table 9. Alternative students as a total group were more positive in their responses to these five items than were non-alternative students. The greatest differences existed on items which addressed students´ personal attitudes of interracial relations. Alternative students were much more positive when asked about their preference for going to school with students of other races and whether they felt it was important to attend school with students of other races. It is also true that more alternative students felt that their school supported positive interracial understanding through class discussion and equitable treatment for all students. Finally, a greater percentage of alternative students felt that students of different races got along well at their school than did non-alternative students. This was not the case for alternative students in grades 4-12 in the previous school year.

Table 9. Student Attitudes Toward Interracial Understanding, April 1989.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	Non-Alternative Students	Difference
Grade 3	(N=1623)	(N=2208)	
I like going to school with students of different races	94	84	+10
In my classes, we have talked about getting along with people of different races	93	90	+3
Students of different races get along well in my school	74	67	+7
Student of different races are treated fairly at my school	84	79	+5
It is important to go to school with students of other races	83	74	+9
Grades 4-6	(N=4981)	(N=4587)	
I like going to school with students of different races	86	78	+8
In my classes, we have talked about getting along with people of different races	77	75	+2
Students of different races get along well in my school	68	61	+7
Student of different races are treated fairly at my school	76	70	+6
It is important to go to school with students of other races	75	63	+12
Grades 7-12	(N=3776)	(N=7977)	
I like going to school with students of different races	76	69	+7
In my classes, we have talked about interracial understanding	58	50	+8
Student of different races are treated fairly at my school	60	52	+8
Students of different races get along well in my school	56	46	+10
It is important to go to school with students of other races	75	68	+7

Attitude Toward School. Five items on each student survey were used to assess how students felt about school and their teachers; the percentage of positive responses to each item is shown in Table 10. Secondary alternative students were more positive than non-alternative students on each item. Elementary alternative students (grades 3-6) were less positive than non-alternative students when asked if they liked school, however, they were much more positive than non-alternative students when asked if they liked their own school. Alternative elementary students in grades 4-6 were less positive than non-alternative students when queried on how interesting their school work was.

Table 10. Student Attitudes Toward School, April 1989.

Item	PERCENTAGE OF YES RESPONSES		Difference
	Alternative Students	Non-Alternative Students	
Grade 3	(N=1623)	(N=2208)	
I like school.	79	80	-1
I like my school.	86	78	+8
My teachers care about me.	93	90	+3
School helps me feel good about myself.	86	84	+2
We do interesting things in class to help us learn.	95	93	+2
Grades 4-6	(N=4981)	(N=4587)	
I like school.	62	64	-2
I like my school.	63	54	+9
My teachers care about me.	73	72	+1
School helps me feel good about myself.	62	63	-1
Most of my school work is interesting.	60	65	-5
Grades 7-12	(N=3776)	(N=7977)	
I like school.	58	54	+4
I like my school.	50	47	+3
My teachers care about me.	51	46	+5
School helps me feel good about myself.	47	46	+1
The things I learn at school are important to me.	73	68	+5

In comparison to survey results in 1987-88, non-alternative students responded similarly or less positively to each item except for secondary students whose percentage of positive responses increased by 3 percentage points to the query, "My teachers care about me."

In this same comparison, grade 3 and grades 7-12 alternative students´ responses were similar or more positive. Responses from alternative students in grades 4-6, however, were similar to or less positive than responses in the previous school year.

Safety and Discipline. Five items were used to measure the attitudes of students toward school safety and discipline; the percentage of positive responses to each item is found in Table 11. Alternative students´ responses were more positive than those of non-alternative students to almost each item.

Most responses to these items were less positive than in the previous year for non-alternative students dropping between 2 and 6 percentage points. On the other hand, responses of alternative students were similar to or more positive than responses in the previous year.

Table 11. Student Attitudes Toward Safety and Discipline, April 1989.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	Non-Alternative Students	Difference
Grade 3	(N=1623)	(N=2208)	
My teachers treat me fairly.	87	82	+5
There is good discipline in my school.	79	69	+10
My classmates usually obey our teacher(s).	68	67	+1
My parents feel there is good discipline in my school.	87	77	+10
I feel safe at school.	82	77	+5
Grades 4-6	(N=4981)	(N=4587)	
Teachers treat me fairly	66	62	+4
There is good discipline in my school.	61	54	+7
Students at my school are well behaved in class.	40	34	+6
My parents feel there is good discipline in my school.	66	55	+11
I feel safe at school.	67	63	+4
Grades 7-12	(N=3776)	(N=7977)	
Discipline in my school is handled fairly.	43	40	+3
There is good discipline in my school.	46	38	+8
Are most of the rules at your school fair?	46	46	0
My parents feel there is good discipline in my school.	42	34	+8
I feel safe at school.	45	41	+4

Teacher Attitudes

The School Information System Teacher Survey was administered to both alternative and non-alternative teachers in May 1989. A total of 1,650 surveys identified as surveys from non-alternative teachers and 1,004 surveys identified as surveys from teachers of alternative programs were returned. The responses given by these two groups of teachers to items which measured their interracial understanding and their attitudes toward school and school safety and discipline are shown for comparative purposes and are found in Tables 13-15. Teachers rated each item using a 1 (poor) to 7 (excellent) rating scale, with a rating of 4 considered average.

Alternative teachers' average ratings for all items were more positive than those of non-alternative teachers. The average rating of alternative teachers to each of the 56 items on the survey was higher by 0.41 scale points compared to the average rating for non-alternative teachers, a small increase in the same difference from the previous year. Non-alternative teachers rated only 14% of the items an average of 5 scale points or higher, while teachers in alternative programs rated 50% of the items an average rating of 5 scale points or higher.

Non-alternative teachers continued a pattern of decline in attitudes from two years ago. Of the 15 items identified in Tables 13-15, each item has declined at least slightly from average responses in 1986-87. Alternative teacher attitudes also declined as measured on the 15 items from 1986-87 to 1987-88. However, for the 1988-89 school year their attitudes improved slightly. Eleven of the 15 items reflect improvement in attitudes since the previous year for alternative teachers.

The items for both groups which revealed the greatest change were those regarding discipline. Average responses to each of these four items dropped approximately 0.8 scale points from 1986-87 to 1988-89 for both groups of teachers.

Interracial Understanding. The five items used to assess teacher interracial understanding are shown in Table 12. Alternative teachers gave higher ratings to all six items with four items showing a difference between alternative and non-alternative teachers of 0.50 scale points or more. The alternative teachers gave higher mean ratings on three of the five items over the previous year, while mean ratings for non-alternative teachers decreased on all five items.

Table 12. Teacher Ratings of Interracial Understanding, May 1989.

Item	Mean Rating (1-7) Alternative Teachers (N = 1004)	Non-Alternative Teachers (N = 1650)	Difference
Degree of interracial understanding within our student body.	4.94	4.37	+.57
Adequacy of my school's efforts to improve interracial understanding.	5.28	4.76	+.52
Degree of interracial understanding within our school staff.	5.29	4.80	+.49
Degree to which students of all races are treated fairly in our school.	5.67	5.13	+.54
Staff support for improved interracial understanding.	5.32	4.73	+.59

Attitude Toward School. The mean ratings of alternative and non-alternative teachers on five items used to assess teacher attitude toward school are shown in Table 13. Alternative teachers gave slightly higher ratings to each of these five items. The mean ratings for alternative teachers increased slightly from the previous year on four of five items, while ratings on all five items decreased for non-alternative teachers.

Table 13. Teacher Attitudes Toward School, May 1989.

Item	Mean Rating (1-7) Alternative Teachers (N = 1004)	Mean Rating (1-7) Non-Alternative Teachers (N = 1650)	Difference
My morale as it relates to my school.	5.13	4.75	+.38
Satisfaction with my teaching assignment.	5.69	5.37	+.32
General quality of teaching in our school.	5.77	5.34	+.43
Staff morale in our school.	4.66	4.24	+.42
Administrator(s) cooperation with the teachers in our school.	5.06	4.76	+.30

Safety and Discipline. Responses concerning safety and discipline at school were more positive for alternative program teachers than for non-alternative teachers (see Table 14). Two items were more than one-half scale point higher for alternative teachers. The areas of greatest difference concerned students' freedom from physical threat and behavior of students. The average ratings of alternative teachers increased on half of the six items while the ratings of non-alternative teachers decreased on all six items as compared to the previous year. However, as noted above, responses from both groups are much lower than two years ago.

Table 14. Teacher Attitudes Toward Safety and Discipline, May 1989.

Item	Mean Rating (1-7) Alternative Teachers (N = 1004)	Mean Rating (1-7) Non-Alternative Teachers (N = 1650)	Difference
Effectiveness of disciplinary procedures in our school.	4.35	3.88	+.47
Clarity of our school´s code of discipline.	4.70	4.27	+.43
Behavior of students in our school.	4.04	3.47	+.57
Students´ freedom from physical threat in our school.	5.18	4.64	+.54
Administrative help in our school with discipline problems.	4.67	4.38	+.29
Safety of students within our school.	5.30	4.82	+.48

Parent Attitudes

Surveys were completed by 5,152 parents of alternative students and by 11,765 parents of non-alternative students during May 1989. Results of the SIS Parent Survey are shown as the percentage of positive responses and are reported in Tables 16-18.

Parents of alternative students were more positive than parents of non-alternative students to all items reported. Differences ranged from 4 to 14 percentage points higher for parents of alternative students. One third of the items were 10 percentage points higher or more.

Responses to items remained approximately the same when compared to parent responses in 1987-88 and 1986-87. The only exceptions to this finding are that parents of non-alternative students were consistently less positive than a year ago on each item which measured attitudes toward school safety and discipline while parents of alternative students were less positive than a year ago in response to two of the items which measured attitudes toward school safety and discipline ("Do you feel there is good discipline in your child's school?" and "Do you feel your child is safe at school?")

Interracial Understanding. Five survey items measured interracial understanding of parents. Responses to these are reported in Table 15. Parents of alternative students gave a higher percentage of positive responses than parents of non-alternative students to each of these items. For the fourth year, over 80% of alternative parents indicated that their children should have interracial experiences in school and would keep their children in the Cincinnati Public Schools if all schools were racially balanced. Parents differed most when asked if there was good interracial understanding at their child's school and if the school had done a good job of promoting interracial understanding.

Responses to these items remained approximately the same when compared to responses from the previous year for parents of alternative students. Responses of parents of non-alternative students increased slightly when asked if they believed children should have interracial experiences in school and when asked if they would keep their child in the Cincinnati Public Schools were they racially balanced. These same parents' responses decreased from the previous year when asked if there was good interracial understanding at their child's school.

Table 15. Parent Ratings of Interracial Understanding, May 1989.

Item	Percentage of Yes Responses		Difference
	Alternative Parents (N=5,226)	Non-Alternative Parents (N=5,537)	
Do you believe the staff at your child's school supports interracial understanding?	77%	67%	+10%
Would you keep your child in the Cincinnati Public Schools if all schools were racially balanced?	81	76	+5
Do you believe children should have interracial experiences in their school program?	85	76	+9
Do you think there is good interracial understanding in your child's school?	70	56	+14
Has the school done a good job of promoting interracial understanding?	70	57	+13

Attitude Toward School. Five items relating to parent attitude toward school are shown in Table 16. Parents of alternative students gave more positive responses to all five items. The items rated highest by both groups indicated that parents felt that schools were teaching what they wanted taught and that schools were doing a good job of teaching basic skills.

Responses to these items remained approximately the same for both groups when compared to the previous year.

Table 16. Parent Attitudes Toward School, May 1989.

Item	Percentage of Yes Responses Alternative Parents (N=5,226)	 Non-Alternative Parents (N=5,537)	Difference
Does your child's school teach what you think should be taught?	89%	82%	+7
Are you satisfied with the quality of teaching at your child's school?	83	74	+9
Has the school done a good job of teaching your child basic skills such as reading?	88	84	+4
Do you believe your child's teachers take a personal interest in him/her?	73	67	+6
Do you feel your school's programs are meeting the individual needs of your child?	73	66	+7

Safety and Discipline. Five items dealing with safety and discipline are shown with responses in Table 17. Once again, the responses of parents of alternative students were more positive than responses of parents of non-alternative students to each item.

As noted above, parents of non-alternative students were consistently less positive than a year ago in response to each of these items and parents of alternative students were less positive than a year ago on two of the items ("Do you feel there is good discipline in your child's school?" and "Do you feel your child is safe at school?")

Table 17. Parent Attitudes Toward Safety and Discipline, May 1989.

Item	Percentage of Yes Responses Alternative Parents (N=5,226)	Percentage of Yes Responses Non-Alternative Parents (N=5,537)	Difference
Do you feel there is good discipline in your child's school?	75%	65%	+10
Do you feel your child is safe at school?	81	70	+11
Do you think your child is treated fairly at school?	81	76	+5
Do you believe the principal in your child's school is doing a good job?	81	73	+8
Do you feel your child is receiving an education that will help him/her become a good citizen?	87	80	+7

Program Costs

All alternative programs receive excess staffing allocations to assist them in achieving their unique goals. Excess staff are defined as certificated and non-certificated personnel who are assigned to alternative programs in addition to regular staffing allocations. Similarly, additional non-personnel budget allocations are given to alternative programs as supplements to allocations routinely made to schools. These personnel and non-personnel costs have been met with funds from the district's General Fund, the Bronson Settlement Agreement (state funds) and the Magnet Schools Assistance Act Grant (federal funds). Funds from the Bronson Settlement Agreement have been supporting new and existing alternative programs since September 1984. The Magnet Schools Assistance Act Grant provided funds for the starting of new programs and the upgrading of existing programs for two years, 1987-88 and 1988-89.

Shown in Table 18 is the number of additional certificated and non-certificated personnel positions allocated to alternative programs. There were 290.8 additional full time equivalent positions provided, 187.8 of which were certificated positions. Classroom and kindergarten teachers made up approximately 37% of the total number of additional certificated personnel positions. Language teachers accounted for slightly over 15% of this total. Physical education, art or music teachers made up the largest category in Table 18. This group accounted for approximately 26% of the total number of additional certificated employees for alternative programs. This category included those additional teachers who taught in programs where physical education, art or music was a key component, such as C.A.P.E. or S.C.P.A., but also those who were assigned to other programs as well, such as I.G.E. and Montessori. Almost all of the non-certificated personnel positions were instructor assistant positions.

Non-personnel funds were provided to alternative school programs based on the number of students enrolled and other special needs of each program. These funds were used for a variety of purposes including staff inservice training, school renovation, curriculum development, equipment, materials and supplies.

Reported in Table 19 are estimated additional costs for each program and the percentage of these funds, personnel and non-personnel, whose source is the school district's General Fund. Estimated personnel funds were calculated using the average teacher salary (plus fringe benefits) for 1988-89 ($39,614) and the average salary for instructor assistants (plus fringe benefits) for 1988-89 ($11,273). Approximately 9.6 million dollars were allocated to alternative programs and approximately 55% of these dollars were allocated from the General Fund.

Table 18. Additional Certificated and Non-Certificated Personnel Positions for Alternative Programs, 1988-89.

Personnel	Number Full-time Equivalent (FTE) Positions
Certificate Personnel	
Classroom Teacher	27
Kindergarten Teacher	43*
Language Teacher	29
Physical Education, Art or Music Teacher	49.5
Coach	14.5
Coordinating Teacher	10
Occupational Therapist	2
Reading Lab Teacher	2
Reading Intervention Teacher	2
Suzuki Teacher	1.8
Curriculum Development Teacher	1
Science Lab Teacher	1
Drama Teacher	4
Resource Teacher	1
Non-Certificated Personnel	
Instructor Assistant	101
Secretary	2
Total Certificated Personnel	187.8
Total Non-Certificated Personnel	103
Total Personnel (Full Time Equivalent Positions)	290.8

* (86 kindergarten teachers funded an additional half-day)

Table 19. Estimated Additional Personnel and Non-Personnel Costs by Alternative School Program, 1988-89.

Program/Location		Number of Certificated Positions	Number of Non-Certificated Positions	Personnel Costs	Non-Personnel Costs	Percentage of Additional Funds From General Fund
Applied Arts Academy						
Oyler	(4-6)	2.0	0.0	79,228	1,274	100%
Academy of World Languages						
Sawyer	(K-5)	9.5	0.0	376,333	10,858	0
Cincinnati Academy of Physical Education-Elementary						
Winton Terrace	(K-5)	7.5	0.0	297,105	2,975	0
Elementary College Preparatory						
Anderson Place	(4-6)	.17	0.0	6,603	546	100
Bond Hill	(4-6)	.17	0.0	6,603	448	100
Burton	(4-6)	.17	0.0	6,602	371	100
Covedale	(4-6)	.17	0.0	6,602	1,771	100
Pleasant Hill	(4-6)	.16	0.0	6,602	805	100
Roselawn/Condon	(4-8)	.16	0.0	6,602	1,848	100
Elementary Individually Guided Education						
Eastern Hills	(K-8)	4.5	7.0	257,174	7,260	100
Heinold	(K-8)	4.0	6.0	226,094	5,475	100
Silverton	(K-6)	4.5	6.0	245,901	5,790	100
Woodford	(K-3)	5.0	6.0	265,708	5,258	100
Elementary Academy of Mathematics and Science						
Quebec Heights	(K-6)	6.0	1.0	248,957	33,324	0
Extended Day Enrichment Program						
Heberle	(K-6)	2.5	1.0	110,308	4,680	0
French Bilingual						
Carthage	(K-5)	2.0	0.0	79,228	31,424	73
Midway	(K-5)	3.0	0.0	118,842	700	100
Mt. Washington	(K-5)	2.0	0.0	79,228	1,500	100
Fundamental Academy						
College Hill	(K-6)	2.0	0.0	79,228	3,640	100
Linwood	(K-6)	1.0	0.0	39,614	2,198	100
German Bilingual						
Fairview	(K-5)	6.0	0.0	237,684	400	100
Individual Progress and Social Impact Program						
Bramble	(K-3)	1.0	0.0	39,614	106,982	1
Pleasant Hill	(K-3)	1.0	0.0	39,614	2,240	5
Intermediate University Demonstration School						
Chase	(3-6)	1.0	0.0	39,614	5,992	100
Montessori						
Carson	(K-2)	4.0	7.0	237,637	64,700	0
North Avondale	(K-6)	4.5	24.0	448,815	33,276	72
Sands	(K-6)	5.0	28.0	513,714	5,615	100
Multi-Age						
Clifton	(K-6)	2.5	8.0	189,219	4,270	90
Paideia Critical Thinking School						
Roberts	(K-8)	17.0	0.0	673,438	105,680	0

Table 19. (Cont'd.)

Program/Location		Number of Certificated Positions	Number of Non-Certificated Positions	Personnel Costs	Non-Personnel Costs	Percentage of Additional Funds From General Fund
Primary Arts Enrichment						
Schiel	(K-3)	9.3	0.0	368,410	23,386	0
Reading/Language Arts Demonstration Center						
Douglass	(K-6)	4.0	2.0	181,002	4,144	89
Roll Hill	(K-6)	6.0	2.0	260,230	6,440	0
Spanish Bilingual						
Cheviot	(K-5)	2.0	0.0	79,228	1,700	99
Hartwell	(K-5)	3.0	0.0	118,842	700	100
Mt. Airy	(K-5)	1.0	0.0	39,614	1,100	100
Pleasant Ridge	(K-5)	1.5	0.0	59,421	1,400	100
Swifton	(K-5)	.5	0.0	19,807	1,400	100
Cincinnati Academy of Mathematics & Science						
Woodward	(7-12)	6.0	3.0	281,230	3,430	100
Cincinnati Academy of Physical Education						
CAPE	(6-12)	9.0	0.0	356,526	6,853	100
Cincinnati Bilingual Academy						
Sawyer	(6-8)	10.0	0.0	396,140	82,713	63
City-Wide Law, Government and Communications Academy						
Hughes	(9-12)	1.5	0.0	59,421	651	67
Computers Unlimited						
Hughes	(9-12)	1.5	1.0	74,421	189,850	0
International Studies Academy						
Withrow	(9-12)	1.0	0.0	39,614	26,357	100
Junior High College Readiness						
Dater	(7-9)	3.0	0.0	118,842	854	100
Peoples	(7-8)	2.0	0.0	79,228	784	100
Porter	(7-8)	2.0	0.0	79,228	532	100
Schwab	(7-8)	2.0	0.0	79,228	553	100
Paideia Critical Thinking School						
Shroder	(7-9)	15.0	1.0	605,483	217,735	0
School for Creative and Performing Arts						
SCPA	(4-12)	9.0	0.0	356,526	11,700	100
TOTAL		187.8	103.0	$8,614,352	$1,033,582	55%

Summary

The 1988-1989 school year was the nineteenth year alternative programs in the Cincinnati Public Schools have contributed to efforts in providing quality integrated educational opportunities for students.

The total number of alternative school program offerings increased to 49 by the addition of three new programs and the elimination of two. The number of students attending alternative programs was 18,748, an increase of 1,517 over the previous school year, and 56% of the students in these programs were black.

The achievement level of approximately 50% of all alternative students was equal to or better than the national average on standardized tests in reading, language and mathematics. Comparisons of academic achievement between alternative and non-alternative program students revealed that a greater percentage of alternative program students scored at or above the national norm in reading (50.0% and 35.8%, respectively), language (49.4% and 34.8%, respectively) and mathematics (51.9% and 36.8%, respectively). The analysis also indicated that neither alternative nor non-alternative students met the expected achievement normal curve equivalent (NCE) gain in reading (-0.9 NCE and -1.0 NCE, respectively), language (-0.5 NCE and -0.6 NCE, respectively) or mathematics (-1.5 NCEs and -2.3 NCEs, respectively). Overall, these achievement results were very similar for both groups of students although alternative program students did demonstrate more positive results in mathematics.

An analysis of responses to attitudinal surveys indicated that alternative program students, their parents, and teachers all held more positive attitudes toward school and toward school safety and discipline than their peers in non-alternative programs. The interracial understanding of alternative students, their parents and teachers was also more positive than their non-alternative peers.

Budget allocations for program staff, in excess of regular school staffing formulas, totaled approximately eight million six hundred thousand dollars for the 1988-89 school year. An additional amount of approximately one million dollars was allocated to alternative programs for non-personnel costs. The sources of these funds were the school General Fund, the Bronson Settlement Agreement and the Magnet Schools Assistance Act Grant.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

ALTERNATIVE PROGRAMS, 1988-89

APPLIED ARTS ACADEMY

The Applied Arts Academy uses a hands-on approach to help youngsters in grades 4-6 acquire the awareness and the skills in fine and industrial arts, and to develop the individual character necessary to succeed in our technological world. In applied arts education, any specific skill or learning used in actual practice complements the strong program in basic skills. Whatever the topic--mathematics, history, reading, science--teachers include some application of that topic with their instruction so that students can see the connection between learning and the real world. A planned course of study stresses practical experiences that prepare students for a career in the work place.

BILINGUAL PROGRAMS

Cincinnati Public Schools' bilingual programs offer children the study of a foreign language and culture in Arabic, Chinese, French, German, Japanese, Russian, and Spanish. Students learn one of these languages in a structured and challenging academic environment. Most bilingual programs enroll children in kindergarten or first grade. At this early age, students are introduced to the foreign language in its spoken or conversational forms. During periods devoted to language study, no English is used, immersing students in the language and building listening skills.

When a parent and a child select a foreign language program in the Cincinnati Public Schools, the child is able to pursue the selected language from kindergarten through grade twelve. From kindergarten through grade five, children attend one of eleven elementary schools offering the foreign language program.

In grade six, children from all of the elementary bilingual programs may attend the Cincinnati Bilingual Academy. As scheduling permits, they continue to receive content area instruction in the second language. A truly international flavor exists at the middle schools as students have cultural exposure and interaction with students who are studying other foreign languages.

The International Studies Academy is the choice of many students as they enter high school at grade nine. Here the global perspective of the students' educational program is strengthened through advanced training in foreign language and emphasis on world issues. Some students may elect the academically demanding International Baccalaureate Program which leads to a degree that is recognized in many countries around the world.

CHASE INTERMEDIATE DEMONSTRATION CENTER

Chase Intermediate Demonstration Center's close relationship with the University of Cincinnati gives this alternative program some distinct advantages. The large number of university students in the classroom lowers the ratio of students to adults. University professors teach classes, and put on demonstration lessons using effective and successful teaching techniques. Regular meetings and training sessions with the Chase staff and professors introduce fresh ideas and keep the Chase staff informed of the latest teaching strategies. Lessons are taught in traditional closed classrooms as well as in contemporary open instructional areas.

CINCINNATI ACADEMY OF MATHEMATICS AND SCIENCE

The fields of science and engineering are highly competitive, produce jobs that are continually in demand, and provide many financial advantages. The Cincinnati Academy of Mathematics and Science's curriculum, therefore, is structured around three basic areas necessary to face these challenges - biomedical, engineering, and technical. The academy helps students acquire specific skills unique to science and mathematics by concentrating on these areas in other disciplines. As theories and concepts of science and mathematics are studied, related concepts in English, foreign languages, and social studies are examined. Classroom studies are supported by field trips, advanced equipment and supplies, summer employment, and advanced placement courses.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION

The Cincinnati Academy of Physical Education (CAPE) offers students a strong academic program and an enthusiastic program of physical development. CAPE's academic program extends beyond the basics. Four years of English, three years of mathematics, science, and social studies, as well as foreign language, business, college preparatory, and advanced placement programs give students the knowledge, skills, and discipline necessary to pursue a college education. The physical development program emphasized individual and dual sports. It is designed to give all students a chance to achieve through organized team athletics. Students participate in a variety of team sports, including football, volleyball, basketball, baseball, gymnastics, soccer, and archery.

CINCINNATI ACADEMY OF PHYSICAL EDUCATION PRIMARY SCHOOL

A program in physical education is vital to the development of children and strongly enhances basic learning. The broad goals of the Cincinnati Academy of Physical Education Primary School are to develop students' learning skills and to increase body awareness, develop basic motor skills and coordination, build self-confidence, and provide opportunities for promoting good sportsmanship and self-expression. Students receive a general physical education period daily and a special physical education period every other day.

CITY-WIDE LEARNING COMMUNITY

This alternative program offers classes that are community-based using the resources of the city as information sources. Students study government by participating in pushing legislation through the Cincinnati City Council, and journalism by writing newspaper articles for publication. Flexible schedules allow for mentor learning and independent study, and enrollment in university classes for high school credit is available. Tele-conferencing reaches beyond the city. Experts such as government leaders and journalists from the national scene visit the City-Wide classroom to answer questions and share ideas through an amplified telephone and microphone.

COMPUTERS UNLIMITED

Students in the Computers Unlimited program use the computer as a tool for learning in order to live and work more effectively in today's computer oriented world. English, science, social studies, and mathematics are taught with the aid of computers. All students take introductory courses in basic programming and in several languages including Pascal, FORTRAN, and COBOL. They also learn to use practical applications of programming, such as word processing, information search and retrieval, and forecasting. As in all Cincinnati Public Schools, students are thoroughly trained in basic skills. Graduates are qualified to enter training positions in business and industry, or can continue into college-level computer science courses.

ELEMENTARY COLLEGE PREPARATORY

In the Elementary College Preparatory program, students of average or above average ability develop proficiency in the basics of reading, writing, and mathematics. Opportunities are provided in all areas of study to increase comprehension abilities and broaden critical reading and research skills. The study of Latin improves and expands English vocabulary and helps students gain an appreciation for our classical heritage. Students also receive accelerated instruction in the areas of science, social studies, oral and written communications, various art forms, and physical education. Students entering the program should be performing on an average or above average ability.

ELEMENTARY INDIVIDUALLY GUIDED EDUCATION (IGE)

The Individually Guided Education program, offered at five schools, gives children individual instruction and flexible programming to meet varying needs. This non-graded learning community, based on communication of staff-parent-children-community, offers broad learning experiences through a team effort in program planning. Each child is tested in reading and mathematics when he/she enters the program. Students then work individually, as well as in small groups of similar ability. Student progress is determined through regular testing and observations. Smaller class sizes and teacher aides allow teachers to address the needs of each child.

ELEMENTARY MATH AND SCIENCE ACADEMY

Students in this alternative program learn the basics they need to build upon when developing the skills necessary for our technological society. While daily lessons with a strong emphasis on mathematics and science are the major focus of the program, additional emphasis is placed on maintaining high skill levels in other basic areas. As mathematics and science concepts are taught, related social studies, reading and language arts, and health concepts are examined. Part of a special curriculum includes a collaboration with the Cincinnati Zoo. Once a week an instructor from the zoo conducts a life science course for students. They then visit the zoo to do follow-up investigations and research. Rockdale's Partner-in-Education, Children's Hospital Medical Center, works closely with the school providing up-to-date instruction in the science and medical fields.

EXTENDED DAY PROGRAM

The Extended Day program is designed to provide a safe, consistent environment for children of working parents before and after school hours. The program offers children learning activities which support the solid education of the regular academic program. The relaxed working atmosphere of the Extended Day program fosters special interests and talents and encourages academic achievement. The program helps children improve academically and grow socially, emotionally, and physically. Special highlights include academic activities, tutorial assistance, and enrichment activities in art, drama, and computer use.

FUNDAMENTAL ACADEMY

Three special features make the Fundamental Academy unique: 1) a strong basic instructional program in reading, writing, mathematics, and science; 2) a clearly defined code of conduct; and 3) a modified dress code. The program accepts children who thrive in a highly-structured environment, are reasonably well disciplined, have good work habits, complete homework assignments regularly, and have parents who understand and support the fundamental academy.

HIGH SCHOOL FOR THE COMMUNICATION PROFESSIONS

Cincinnati Public Schools' High School for the Communication Professions blends a strong liberal arts course of study with emphasis on oral and written communications, while providing students with experiences in journalism, graphics and photography, public relations, advertising, technical writing, and broadcast news. Students take introductory courses in their freshman and sophomore years, followed by in-depth course options in print (newswriting, advertising, graphic design) and electronic media (television, radio) during their junior and senior years. Equipment -- computers for word processing and graphic design, television camera, editing booths, 35mm cameras -- supports the school. In the professional labs, students produce actual products such as newscasts, magazines, newspapers, or advertisements.

HIGH SCHOOL FOR THE HEALTH PROFESSIONS

Cincinnati Public Schools has developed The High School for the Health Professions to ready young people for careers in the fast-growing health fields. The school's solid academic program prepared students for the job market upon graduation, for a two-year post high school program, or for a four-year college degree. An intense academic program is offered that emphasizes science, mathematics, and communication courses -- the essential building blocks for any health career. Students receive introductory semester courses in the health professional during their freshman and sophomore years -- both foundations for and surveys of the various health careers. During their junior and senior years, students take courses in anatomy, physiology, physics and calculus. Course work includes field and clinical lab experiences in several areas of the health fields. While the program gives students an initial experience in the health careers for those interested in entering the field, it provides a broad background in all academic areas. The fundamentals and application of science, mathematics, and technology, as well as language and oral and written communications, are emphasized. Developing computer literacy and human relation skills complete the health professional course of study.

INDIVIDUAL PROGRESS AND SOCIAL IMPACT PROGRAM (IPSIP)

In the Individual Progress and Social Impact program, student development of social awareness and attitudes toward school, community, and self are stressed. The program is set up to provide interracial, intercultural understanding and enriching ethnic experiences. IPSIP's philosophy is based on the idea that children need a wide range of activities to acquire social perceptions and a positive self-image, in addition to the tools of learning. Reading and mathematics are stressed in the academic program. Human relations and parent involvement are part of the program.

INTERNATIONAL STUDIES ACADEMY

The International Studies Academy at Withrow High School is based on the belief that an understanding of one's place in the world demands an international perspective. The program focuses on developing skills for critical thinking, improving skills for communication in mathematics, science, one's native language, foreign language, and the humanities.

The ISA has three components:

International Baccalaureate
(Preparation Grades 9-10; Advanced Study Grades 11-12)

This is an advanced placement program where students can earn advanced credits for up to one year at colleges and universities in Canada and the United States. The curriculum is that of a comprehensive high school liberal arts education. The IB offices in Geneva, Switzerland and Southhampton, Great Britain are responsible for program review and for preparing and grading all external examinations.

INTERNATIONAL STUDIES ACADEMY (continued)

International Studies Program
(Grades 9-12)

For students of average or above average ability, the International Studies Program features include an emphasis on world literature, experience in the unified approach to mathematics, and a sequential study of natural and social sciences.

English As A Second Language

This program offers instruction for foreign born students with limited English proficiency. It provides classes to students from more than 15 different countries.

JUNIOR HIGH COLLEGE READINESS

Offered at five locations, the Junior High College Readiness program stresses the improvement in basic skills in mathematics and English and offers career orientation and development. The program is designed for children who want to enter a college preparatory program in high school, but need encouragement and individual attention to strengthen their basic skills. Self-contained classrooms and team teaching are part of the program. Students entering the program should be performing on at least an average or above average ability.

MONTESSORI

This teaching method, developed by Maria Montessori nearly 80 years ago, provides students with experiences in self-expression and exploration. The growth and development of the individual child, the whole child - within the social environment of the school - is emphasized. Children use many learning materials not common in traditional classrooms. The materials are designed so that children can use them on their own in an activity that is most interesting to them. Montessori education offers training in basic skills. The curriculum allows children to learn according to their needs, curiosities, and culture. The child receives both individual and group instruction and enrichment supporting the child's own discovery of his/her world.

MULTI-AGE, NON-GRADED

The Multi-Age program at Clifton School recognizes the benefits of educating children of different ages together according to their functional level. In this non-graded program, students work at grade level, above grade level, and below grade level, depending on each student's greatest need. The multi-age groupings, by levels in mathematics and reading, allow children to learn from each other as well as from a teacher. Multi-age education permits adjusting teaching methods to meet differing social, mental, and physical capabilities.

PAIDEIA CRITICAL THINKING SCHOOL

Mortimer Adler, in his book, The Paideia Proposal, contends that "Soon, most jobs will be thinking jobs requiring higher levels of reasoning, computing, analytical skills, and decision-making techniques." To ready our children for this world, the Paideia concept of education prepares students for earning a living, the duties of citizenship, and self-development after formal school is completed. All students take the same course of study. Three modes of learning are used by teachers: 1) acquisition of knowing through traditional teaching techniques, 2) the development of the intellectual skills of learning and thinking in coaching labs, and 3) use of student seminars to further the understanding of basic ideas and values.

PAIDEIA HIGH SCHOOL (9-12)

One of four schools in the new senior high alternative center. A strong academic core program, taught by Paideia trained teachers, is supplemented by double period coaching labs in reading/language and the four major academic disciplines, and one double period seminar each week. The Paideia High School, based on Mortimer Adler's educational reform expressed in The Paideia Proposal, provides a broad based liberal education to its students. The basic philosophy of this program and its consequent effect on working with students forms the umbrella for all four programs being established at the Hughes Center.

PRIMARY SCHOOL FOR ARTS ENRICHMENT

The Primary School for Arts Enrichment offers a strong academic program as well as a well-rounded program in art, music, movement, drama, and creative writing. The focus of the program, as in any primary program, is to develop broad learning skills, positive attitudes, and a basic foundation in reading and mathematics. The program provides opportunities for children to use their talents and creativity. Children receive instruction two periods a week from specialists in each portion of the arts program - visual arts, music, Suzuki violin, and physical education/movement and dance. The school is supported with musical instruments, special equipment, and supplies.

READING/LANGUAGE ARTS DEMONSTRATION CENTER

The Reading/Language Arts Demonstration Center emphasizes the communication arts - reading, writing, listening, and speaking. The components of the program are (1) The Reading Intervention Center for those students who are experiencing reading difficulties and meet the established entry criteria; (2) EXCELL! for those students who require an enriched reading and mathematics curriculum; and (3) finally, an academic program emphasizing excellence in reading/language arts for all students. Opportunities abound for students to master and practice communications skills through such activities as a weekly school-wide broadcast, the Young Writers Exposition, The Great Books Program, and a quarterly literary magazine publishing students' writing. Students are exposed to experts in the area of communication through the visits of artists and the members of the Communication Arts Advisory Board. This intensive reading/language arts curriculum is supported by a strong mathematics and science program.

SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

The School for the Creative and Performing Arts (SCPA) is a unique school where young people with special talents in the arts have the opportunity to develop their artistic skills and academic knowledge within the same school setting. SCPA's intensive intellectual, creative, and artistic programs help students acquire the self-discipline, integrity, physical and mental labor to succeed, not only as artists in competitive fields, but as professionals in other fields - architecture, computer science, medicine, and education. The school offers study in visual arts, dance, drama, music, and creative writing, as well as a strong basic instructional program that includes a full college preparatory curriculum. In 1984-85 SCPA was one of the schools selected to receive National recognition for merit by the U.S. Department of Education.

APPENDIX C

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 25, 1989.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Aiken	Taft High			1					1
3	Aiken	Western Hills					2	1		3
4	AIKEN TOTAL 1989-90		0	0	1	0	2	1	0	4
4	AIKEN TOTAL 1988-89				1	1	2			4
66	Dater	Bloom	20	33	13				66	
16	Dater	Crest Hills	7	4	5				16	
44	Dater	Gamble	23	17	4				44	
50	Dater	Merry	24	11	15				50	
7	Dater	Peoples	4	2	1				7	
7	Dater	Porter	1	3	3				7	
27	Dater	Schwab	9	11	7				27	
217	DATER TOTAL 1989-90		88	81	48	0	0	0	217	0
213	DATER TOTAL 1988-89		81	75	57				213	
1	Gamble	Bloom	1							1
1	Gamble	Dater		1						1
1	Gamble	Porter		1						1
1	Gamble	Roberts		1						1
4	GAMBLE TOTAL 1989-90		1	3	0	0	0	0	0	4
9	GAMBLE TOTAL 1988-89		2	7					6	3
1	HUGHES TOTAL 1988-89							1		1
5	Porter	Bloom	2	3					5	
5	Porter	Gamble	3	2					5	
1	Porter	Peoples		1					1	
11	PORTER TOTAL 1989-90		5	6	0	0	0	0	11	0
9	PORTER TOTAL 1988-89		9						9	
1	SCHWAB TOTAL 1988-89			1						1
35	Western Hills	Aiken			4	7	11	13	35	
54	Western Hills	Hughes				10	26	18	54	
41	Western Hills	Taft High			11	9	11	10	41	
12	Western Hills	Withrow				3	5	4	12	
37	Western Hills	Woodward			6	7	18	6	37	
179	WESTERN HILLS TOTAL 1989-90		0	0	21	36	71	51	179	0
246	WESTERN HILLS TOTAL 1988-89				35	78	60	73	246	

SECONDARY SCHOOLS - OPEN ENROLLMENT CUMULATIVE REPORT (CON'T.)

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Withrow	Western Hills				1				1
1	WITHROW TOTAL 1989-90		0	0	0	1	0	0	0	1
1	WITHROW TOTAL 1988-89							1		1
416	**GRAND TOTAL 1989-90**		**94**	**90**	**70**	**37**	**73**	**52**	**407**	**9**
484	GRAND TOTAL 1988-89		92	83	93	79	62	75	474	10

dlb

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 25, 1989.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Anderson Pl	McKinley				1					1
1	**ANDERSON PL TOTAL 1989-90**		0	0	0	1	0	0	0	0	1
1	ANDERSON PL TOTAL 1988-89				1						1
3	Carson	Heberle					2		1	3	
1	Carson	Washburn					1			1	
4	**CARSON TOTAL 1989-90**		0	0	0	0	3	0	1	4	0
8	CARSON TOTAL 1988-89					6		2		8	
1	C Fairmount	Burton					1			1	
1	C Fairmount	Heberle				1				1	
5	C Fairmount	Millvale			1		2	1	1	5	
3	C Fairmount	No Fairmount					1	2		3	
1	C Fairmount	Roosevelt							1	1	
1	C Fairmount	So. Avondale				1				1	
1	C Fairmount	Washburn							1	1	
13	**C FAIRMT TOTAL 1989-90**		0	0	1	2	4	3	3	13	0
20	C FAIRMT TOTAL 1988-89			1	4	4	3	3	5	20	
10	CHEVIOT TOTAL 1988-89								10	10	
2	Covedale	Burton	1			1				2	
2	Covedale	Hays				1			1	2	
1	Covedale	Heberle				1				1	
1	Covedale	Hoffman			1					1	
14	Covedale	Millvale		5	7	2				14	
11	Covedale	No Fairmount		2	1	5	2	1		11	
1	Covedale	Parham			1					1	
3	Covedale	Pl. Hill				2	1			3	
1	Covedale	Pl. Ridge				1				1	
2	Covedale	Rockdale		1	1					2	
1	Covedale	Roll Hill							1	1	
1	Covedale	Roosevelt				1				1	
2	Covedale	Rothenberg				1		1		2	
1	Covedale	Silverton			1					1	
1	Covedale	So. Avondale							1	1	
4	Covedale	Taft			1	1	1		1	4	
1	Covedale	Washburn				1				1	
1	Covedale	Washington Pk					1			1	
3	Covedale	Winton Place				2		1		3	
53	**COVEDALE TOTAL 1989-90**		1	8	13	19	5	3	4	53	0
49	COVEDALE TOTAL 1988-89		1	8	10	8	8	6	8	49	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	Hartwell	Bond Hill							2	2	
2	Hartwell	Burton					1	1		2	
1	Hartwell	C. Fairmount					1			1	
2	Hartwell	Chase							2	2	
1	Hartwell	Heberle				1				1	
1	Hartwell	Losantiville					1			1	
3	Hartwell	No Fairmount				1	1	1		3	
2	Hartwell	Pl Ridge					1		1	2	
1	Hartwell	Rockdale				1				1	
1	Hartwell	Rothenberg							1	1	
5	Hartwell	So. Avondale				4	1			5	
2	Hartwell	Swifton		1			1			2	
1	Hartwell	Taft							1	1	
1	Hartwell	Vine			1					1	
1	Hartwell	Washburn		1						1	
18	Hartwell	Winton Place		1	4	2	3	6	2	18	
44	**HARTWELL TOTAL 1989-90**		0	3	5	9	10	8	9	44	0
56	HARTWELL TOAL 1988-89			6	7	9	10	10	14	56	
3	Hyde Park	Anderson Pl.		2		1				2	1
1	Hyde Park	Bramble							1	1	
2	Hyde Park	Burton					2			2	
5	Hyde Park	Hoffman		2	1			2		5	
6	Hyde Park	Kilgour				1	1	1	3	1	5
1	Hyde Park	Losantiville				1				1	
1	Hyde Park	McKinley					1				1
1	Hyde Park	Millvale				1				1	
1	Hyde Park	Mt. Wash.					1				1
1	Hyde Park	Parham			1					1	
4	Hyde Park	Pl. Ridge			3				1	4	
2	Hyde Park	Rockdale		1					1	2	
1	Hyde Park	Silverton				1				1	
3	Hyde Park	So. Avondale		1		1	1			3	
2	Hyde Park	Windsor			1				1	2	
3	Hyde Park	Winton Place			2		1			3	
37	**HYDE PARK TOTAL 1989-90**		0	6	8	6	7	3	7	29	8
42	HYDE PARK TOTAL 1988-89		6	9	6	7	3	8	3	33	9
11	Kilgour	Anderson Pl.	2	4	1	2	1		1	11	
1	Kilgour	Bond Hill					1			1	
13	Kilgour	Bramble	2	2	1	5	1	2		13	
7	Kilgour	Burton	2	2			1		2	7	
1	Kilgour	Hays							1	1	
10	Kilgour	Hoffman	1		2	1	2	1	3	10	
2	Kilgour	North Fairmt		1			1			2	
6	Kilgour	Parham	1		2		1	1	1	6	
1	Kilgour	Pl. Hill					1			1	
1	Kilgour	Pl. Ridge				1				1	

KILGOUR CONTINUED ON PAGE 3

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	Kilgour	Rockdale	1				1			2	
1	Kilgour	Roselawn				1				1	
1	Kilgour	So. Avondale			1					1	
4	Kilgour	Swifton	1			1		1	1	4	
3	Kilgour	Taft	1			1	1			3	
2	Kilgour	Vine		1		1				2	
3	Kilgour	Windsor			1	1		1		3	
2	Kilgour	Woodford				1	1			2	
71	KILGOUR TOTAL 1989-90		11	10	8	15	12	6	9	71	0
68	KILGOUR TOTAL 1988-89		10	9	12	13	6	10	8	68	
1	Kirby Road	No. Fairmt.			1					1	
1	Kirby Road	Rockdale			1					1	
2	Kirby Road	Vine		1	1					2	
1	Kirby Road	Windsor			1					1	
1	Kirby Road	Winton Place			1					1	
6	KIRBY ROAD TOTAL 1989-90		0	1	5	0	0	0	0	6	0
22	KIRBY ROAD TOTAL 1988-89		4	9	9					22	
1	Losant.	Carthage							1		1
4	Losant.	Hartwell	1	1		1		1			4
4	Losant.	Kirby Road	2		2						4
1	Losant.	Roselawn						1		1	
2	Losant.	So. Avondale					2			2	
3	Losant.	Woodford	1			1			1	1	2
15	LOSANT. TOTAL 1989-90		4	1	2	2	2	2	2	4	11
12	LOSANT. TOTAL 1988-89				2	2	2	2	4	8	4
1	McKinley	Bond Hill				1				1	
2	McKinley	Hays			1		1			2	
3	McKinley	So. Avondale		2	1					3	
3	McKinley	Washington Pk		1			1	1		3	
9	MCKINLEY TOTAL 1989-90		0	3	2	1	2	1	0	9	0
2	Midway	C. Fairmount			1			1		2	
1	Midway	Chase				1				1	
2	Midway	Hays				1		1		2	
4	Midway	Heberle					2	1	1	4	
7	Midway	Millvale				2	2	1	2	7	
10	Midway	No. Fairmount				4	1	4	1	10	
3	Midway	Pl. Hill				2		1		3	
2	Midway	Rockdale					1	1		2	
4	Midway	Roll Hill					1	2	1	4	
2	Midway	So. Avondale						1	1	2	
1	Midway	Taft				1				1	
2	Midway	Washburn			1	1				2	
1	Midway	Washington Pk				1				1	
41	MIDWAY TOTAL 1989-90		0	0	2	13	7	13	6	41	0

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
37	MIDWAY TOTAL 1988-89			1	9	9	11	5	2	37	
2	Mt. Airy	No. Fairmount				1			1	1	1
2	Mt. Airy	Pl. Hill					1		1	2	
1	Mt. Airy	Winton Place						1		1	
5	MT. AIRY TOTAL 1989-90		0	0	0	1	1	1	2	4	1
9	MT. AIRY TOTAL 1988-89				1	2	2	2	2	9	
3	Mt. Wash.	Bond Hill						2	1	3	
1	Mt. Wash.	Burton					1			1	
1	Mt. Wash.	Hoffman							1	1	
1	Mt. Wash.	Kilgour					1			1	
1	Mt. Wash.	Kirby Road					1			1	
1	Mt. Wash.	Losantiville					1			1	
1	Mt. Wash.	Millvale							1	1	
3	Mt. Wash.	No. Fairmount					1	2		3	
1	Mt. Wash.	Parham				1				1	
3	Mt. Wash.	Pl. Ridge						2	1	3	
4	Mt. Wash.	Rockdale		1			2	1		4	
1	Mt. Wash.	Silverton						1		1	
7	Mt. Wash.	So. Avondale			1	1	2	2	1	7	
1	Mt. Wash.	Swifton				1				1	
1	Mt. Wash.	Taft							1	1	
1	Mt. Wash.	Vine							1	1	
4	Mt. Wash.	Winton Place					1	1	2	4	
35	MT. WASH. TOTAL 1989-90		0	1	1	3	10	11	9	35	0
42	MT. WASH. TOTAL 1988-89			1	5	7	9	10	10	42	
1	No Fairmt	Kirby Road			1						1
1	No Fairmt	Roosevelt		1							1
2	NO FAIRMT TOTAL 1989-90		0	1	1	0	0	0	0	0	2
1	NO FAIRMT TOTAL 1988-89		1								1
7	Oyler	Hays		4				3		7	
1	Oyler	No. Fairmount		1						1	
3	Oyler	So. Avondale					1		2	3	
1	Oyler	Vine							1	1	
5	Oyler	Washburn		1	2			2		5	
17	OYLER TOTAL 1989-90		0	6	2	0	1	5	3	17	0
76	OYLER TOTAL 1988-89		25	16	8	7	13	7		76	
1	Roselawn	Hartwell					1				1
1	Roselawn	Kilgour				1					1
1	Roselawn	Losantiville		1							1
3	**ROSELAWN TOTAL 1989-90**		0	1	0	1	1	0	0	0	3
5	**ROSELAWN TOTAL 1988-89**		1		1	3					5

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	**SAYLER PK TOTAL 1988-89**							1		1	
1	Washburn	Heberle					1				1
1	**WASHBURN TOTAL 1989-90**						1				1
1	Wash. Pk.	Parham							1		1
4	Wash. Pk.	Washburn		1	1			2		4	
5	**WASH. PK. TOTAL 1989-90**		0	1	1	0	0	2	1	4	1
2	WASH. PK. TOTAL 1988-89							1	1		2
2	Westwood	C. Fairmount				1			1	2	
1	Westwood	Hays		1						1	
1	Westwood	Heberle					1			1	
1	Westwood	Hoffman							1	1	
2	Westwood	Millvale				1		1		2	
17	Westwood	No. Fairmount		3	2	4	5	1	2	17	
3	Westwood	Roll Hill				1	2	5		3	
32	**WESTWOOD TOTAL 1989-90**		0	4	2	7	8	7	4	32	0
45	**WESTWOOD TOTAL 1988-89**		2	1	7	10	7	6	12	45	
1	Whittier	Rothenberg			1					1	
1	**WHITTIER TOTAL 1989-90**		0	0	1	0	0	0	0	1	0
3	WHITTIER TOTAL 1988-89							2	1	3	
1	Winton Pl	Heberle			1						1
1	**WINTON PL TOTAL 1989-90**		0	0	1	0	0	0	0	0	1
396	**GRAND TOTAL 1989-90**		**16**	**46**	**55**	**80**	**74**	**65**	**60**	**367**	**29**
509	GRAND TOTAL 1988-89		50	61	82	87	74	75	80	487	22

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 25, 1989.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Aiken	Taft High			1					1
3	Aiken	Western Hills					2	1		3
4	AIKEN TOTAL 1989-90		0	0	1	0	2	1	0	4
4	AIKEN TOTAL 1988-89				1	1	2			4
66	Dater	Bloom	20	33	13				66	
16	Dater	Crest Hills	7	4	5				16	
44	Dater	Gamble	23	17	4				44	
50	Dater	Merry	24	11	15				50	
7	Dater	Peoples	4	2	1				7	
7	Dater	Porter	1	3	3				7	
27	Dater	Schwab	9	11	7				27	
217	DATER TOTAL 1989-90		88	81	48	0	0	0	217	0
213	DATER TOTAL 1988-89		81	75	57				213	
1	Gamble	Bloom	1							1
1	Gamble	Dater		1						1
1	Gamble	Porter		1						1
1	Gamble	Roberts		1						1
4	GAMBLE TOTAL 1989-90		1	3	0	0	0	0	0	4
9	GAMBLE TOTAL 1988-89		2	7					6	3
1	HUGHES TOTAL 1988-89							1		1
5	Porter	Bloom	2	3					5	
5	Porter	Gamble	3	2					5	
1	Porter	Peoples		1					1	
11	PORTER TOTAL 1989-90		5	6	0	0	0	0	11	0
9	PORTER TOTAL 1988-89		9						9	
1	SCHWAB TOTAL 1988-89			1						1
35	Western Hills	Aiken			4	7	11	13	35	
54	Western Hills	Hughes				10	26	18	54	
41	Western Hills	Taft High			11	9	11	10	41	
12	Western Hills	Withrow				3	5	4	12	
37	Western Hills	Woodward			6	7	18	6	37	
179	WESTERN HILLS TOTAL 1989-90		0	0	21	36	71	51	179	0
246	WESTERN HILLS TOTAL 1988-89				35	78	60	73	246	

SECONDARY SCHOOLS - OPEN ENROLLMENT CUMULATIVE REPORT (CON'T.)

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Withrow	Western Hills				1				1
1	WITHROW TOTAL 1989-90		0	0	0	1	0	0	0	1
1	WITHROW TOTAL 1988-89							1		1
416	**GRAND TOTAL 1989-90**		**94**	**90**	**70**	**37**	**73**	**52**	**407**	**9**
484	GRAND TOTAL 1988-89		92	83	93	79	62	75	474	10

dlb

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 25, 1989.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Anderson Pl	McKinley				1					1
1	ANDERSON PL TOTAL 1989-90		0	0	0	1	0	0	0	0	1
1	ANDERSON PL TOTAL 1988-89				1						1
3	Carson	Heberle					2		1	3	
1	Carson	Washburn					1			1	
4	CARSON TOTAL 1989-90		0	0	0	0	3	0	1	4	0
8	CARSON TOTAL 1988-89					6		2		8	
1	C Fairmount	Burton					1			1	
1	C Fairmount	Heberle				1				1	
5	C Fairmount	Millvale			1		2	1	1	5	
3	C Fairmount	No Fairmount					1	2		3	
1	C Fairmount	Roosevelt							1	1	
1	C Fairmount	So. Avondale				1				1	
1	C Fairmount	Washburn							1	1	
13	C FAIRMT TOTAL 1989-90		0	0	1	2	4	3	3	13	0
20	C FAIRMT TOTAL 1988-89			1	4	4	3	3	5	20	
10	CHEVIOT TOTAL 1988-89								10	10	
2	Covedale	Burton	1			1				2	
2	Covedale	Hays				1			1	2	
1	Covedale	Heberle				1				1	
1	Covedale	Hoffman			1					1	
14	Covedale	Millvale		5	7	2				14	
11	Covedale	No Fairmount		2	1	5	2	1		11	
1	Covedale	Parham			1					1	
3	Covedale	Pl. Hill				2	1			3	
1	Covedale	Pl. Ridge				1				1	
2	Covedale	Rockdale		1	1					2	
1	Covedale	Roll Hill							1	1	
1	Covedale	Roosevelt				1				1	
2	Covedale	Rothenberg				1		1		2	
1	Covedale	Silverton			1					1	
1	Covedale	So. Avondale							1	1	
4	Covedale	Taft			1	1	1		1	4	
1	Covedale	Washburn				1				1	
1	Covedale	Washington Pk					1			1	
3	Covedale	Winton Place				2		1		3	
53	COVEDALE TOTAL 1989-90		1	8	13	19	5	3	4	53	0
49	COVEDALE TOTAL 1988-89		1	8	10	8	8	6	8	49	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	Hartwell	Bond Hill							2	2	
2	Hartwell	Burton					1	1		2	
1	Hartwell	C. Fairmount					1			1	
2	Hartwell	Chase							2	2	
1	Hartwell	Heberle				1				1	
1	Hartwell	Losantiville					1			1	
3	Hartwell	No Fairmount				1	1	1		3	
2	Hartwell	Pl Ridge					1		1	2	
1	Hartwell	Rockdale				1				1	
1	Hartwell	Rothenberg							1	1	
5	Hartwell	So. Avondale				4	1			5	
2	Hartwell	Swifton		1			1			2	
1	Hartwell	Taft							1	1	
1	Hartwell	Vine			1					1	
1	Hartwell	Washburn		1						1	
18	Hartwell	Winton Place		1	4	2	3	6	2	18	
44	**HARTWELL TOTAL 1989-90**		0	3	5	9	10	8	9	44	0
56	HARTWELL TOAL 1988-89			6	7	9	10	10	14	56	
3	Hyde Park	Anderson Pl.		2		1				2	1
1	Hyde Park	Bramble							1	1	
2	Hyde Park	Burton					2			2	
5	Hyde Park	Hoffman		2	1			2		5	
6	Hyde Park	Kilgour				1	1	1	3	1	5
1	Hyde Park	Losantiville				1				1	
1	Hyde Park	McKinley					1				1
1	Hyde Park	Millvale				1				1	
1	Hyde Park	Mt. Wash.					1				1
1	Hyde Park	Parham			1					1	
4	Hyde Park	Pl. Ridge			3				1	4	
2	Hyde Park	Rockdale		1					1	2	
1	Hyde Park	Silverton				1				1	
3	Hyde Park	So. Avondale		1		1	1			3	
2	Hyde Park	Windsor			1				1	2	
3	Hyde Park	Winton Place			2		1			3	
37	**HYDE PARK TOTAL 1989-90**		0	6	8	6	7	3	7	29	8
42	HYDE PARK TOTAL 1988-89		6	9	6	7	3	8	3	33	9
11	Kilgour	Anderson Pl.	2	4	1	2	1		1	11	
1	Kilgour	Bond Hill					1			1	
13	Kilgour	Bramble	2	2	1	5	1	2		13	
7	Kilgour	Burton	2	2			1		2	7	
1	Kilgour	Hays							1	1	
10	Kilgour	Hoffman	1		2	1	2	1	3	10	
2	Kilgour	North Fairmt		1			1			2	
6	Kilgour	Parham	1		2		1	1	1	6	
1	Kilgour	Pl. Hill					1			1	
1	Kilgour	Pl. Ridge				1				1	

KILGOUR CONTINUED ON PAGE 3

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	Kilgour	Rockdale	1				1			2	
1	Kilgour	Roselawn				1				1	
1	Kilgour	So. Avondale			1					1	
4	Kilgour	Swifton	1			1		1	1	4	
3	Kilgour	Taft	1			1	1			3	
2	Kilgour	Vine		1		1				2	
3	Kilgour	Windsor			1	1		1		3	
2	Kilgour	Woodford				1	1			2	
71	KILGOUR TOTAL 1989-90		11	10	8	15	12	6	9	71	0
68	KILGOUR TOTAL 1988-89		10	9	12	13	6	10	8	68	
1	Kirby Road	No. Fairmt.			1					1	
1	Kirby Road	Rockdale			1					1	
2	Kirby Road	Vine		1	1					2	
1	Kirby Road	Windsor			1					1	
1	Kirby Road	Winton Place			1					1	
6	KIRBY ROAD TOTAL 1989-90		0	1	5	0	0	0	0	6	0
22	KIRBY ROAD TOTAL 1988-89		4	9	9					22	
1	Losant.	Carthage							1		1
4	Losant.	Hartwell	1	1		1		1			4
4	Losant.	Kirby Road	2		2						4
1	Losant.	Roselawn						1		1	
2	Losant.	So. Avondale					2			2	
3	Losant.	Woodford	1			1			1	1	2
15	LOSANT. TOTAL 1989-90		4	1	2	2	2	2	2	4	11
12	LOSANT. TOTAL 1988-89				2	2	2	2	4	8	4
1	McKinley	Bond Hill				1				1	
2	McKinley	Hays			1		1			2	
3	McKinley	So. Avondale		2	1					3	
3	McKinley	Washington Pk		1			1	1		3	
9	MCKINLEY TOTAL 1989-90		0	3	2	1	2	1	0	9	0
2	Midway	C. Fairmount			1			1		2	
1	Midway	Chase				1				1	
2	Midway	Hays				1		1		2	
4	Midway	Heberle					2	1	1	4	
7	Midway	Millvale				2	2	1	2	7	
10	Midway	No. Fairmount				4	1	4	1	10	
3	Midway	Pl. Hill				2		1		3	
2	Midway	Rockdale					1	1		2	
4	Midway	Roll Hill					1	2	1	4	
2	Midway	So. Avondale						1	1	2	
1	Midway	Taft				1				1	
2	Midway	Washburn			1	1				2	
1	Midway	Washington Pk				1				1	
41	MIDWAY TOTAL 1989-90		0	0	2	13	7	13	6	41	0

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
37	MIDWAY TOTAL 1988-89			1	9	9	11	5	2	37	
2	Mt. Airy	No. Fairmount				1			1	1	1
2	Mt. Airy	Pl. Hill					1		1	2	
1	Mt. Airy	Winton Place						1		1	
5	MT. AIRY TOTAL 1989-90		0	0	0	1	1	1	2	4	1
9	MT. AIRY TOTAL 1988-89				1	2	2	2	2	9	
3	Mt. Wash.	Bond Hill						2	1	3	
1	Mt. Wash.	Burton					1			1	
1	Mt. Wash.	Hoffman							1	1	
1	Mt. Wash.	Kilgour					1			1	
1	Mt. Wash.	Kirby Road					1			1	
1	Mt. Wash.	Losantiville					1			1	
1	Mt. Wash.	Millvale							1	1	
3	Mt. Wash.	No. Fairmount					1	2		3	
1	Mt. Wash.	Parham				1				1	
3	Mt. Wash.	Pl. Ridge						2	1	3	
4	Mt. Wash.	Rockdale		1			2	1		4	
1	Mt. Wash.	Silverton						1		1	
7	Mt. Wash.	So. Avondale			1	1	2	2	1	7	
1	Mt. Wash.	Swifton				1				1	
1	Mt. Wash.	Taft							1	1	
1	Mt. Wash.	Vine							1	1	
4	Mt. Wash.	Winton Place					1	1	2	4	
35	MT. WASH. TOTAL 1989-90		0	1	1	3	10	11	9	35	0
42	MT. WASH. TOTAL 1988-89			1	5	7	9	10	10	42	
1	No Fairmt	Kirby Road			1						1
1	No Fairmt	Roosevelt		1							1
2	NO FAIRMT TOTAL 1989-90		0	1	1	0	0	0	0	0	2
1	NO FAIRMT TOTAL 1988-89		1								1
7	Oyler	Hays		4				3		7	
1	Oyler	No. Fairmount		1						1	
3	Oyler	So. Avondale					1		2	3	
1	Oyler	Vine							1	1	
5	Oyler	Washburn		1	2			2		5	
17	OYLER TOTAL 1989-90		0	6	2	0	1	5	3	17	0
76	OYLER TOTAL 1988-89		25	16	8	7	13	7		76	
1	Roselawn	Hartwell					1				1
1	Roselawn	Kilgour				1					1
1	Roselawn	Losantiville		1							1
3	**ROSELAWN TOTAL 1989-90**		0	1	0	1	1	0	0	0	3
5	**ROSELAWN TOTAL 1988-89**		1		1	3					5

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	SAYLER PK TOTAL 1988-89							1		1	
1	Washburn	Heberle					1				1
1	WASHBURN TOTAL 1989-90						1				1
1	Wash. Pk.	Parham							1		1
4	Wash. Pk.	Washburn		1	1			2		4	
5	WASH. PK. TOTAL 1989-90		0	1	1	0	0	2	1	4	1
2	WASH. PK. TOTAL 1988-89							1	1		2
2	Westwood	C. Fairmount				1			1	2	
1	Westwood	Hays		1						1	
1	Westwood	Heberle					1			1	
1	Westwood	Hoffman							1	1	
2	Westwood	Millvale				1		1		2	
17	Westwood	No. Fairmount		3	2	4	5	1	2	17	
3	Westwood	Roll Hill				1	2	5		3	
32	WESTWOOD TOTAL 1989-90		0	4	2	7	8	7	4	32	0
45	WESTWOOD TOTAL 1988-89		2	1	7	10	7	6	12	45	
1	Whittier	Rothenberg			1					1	
1	WHITTIER TOTAL 1989-90		0	0	1	0	0	0	0	1	0
3	WHITTIER TOTAL 1988-89							2	1	3	
1	Winton Pl	Heberle			1						1
1	WINTON PL TOTAL 1989-90		0	0	1	0	0	0	0	0	1
396	GRAND TOTAL 1989-90		16	46	55	80	74	65	60	367	29
509	GRAND TOTAL 1988-89		50	61	82	87	74	75	80	487	22

Planning,
Research &
Evaluation Branch

The Open Enrollment Program

An Evaluation Report 1988-1989

Prepared by
Mr. Jerry W. Moore

Cincinnati Public Schools
Office of the Superintendent

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EXECUTIVE SUMMARY
THE OPEN ENROLLMENT PROGRAM
CINCINNATI PUBLIC SCHOOLS
1988-1989

This report contains a summary of evaluative data on the Open Enrollment Program in Cincinnati Public Schools for the 1988-89 school year in the areas of student enrollment and achievement on standardized tests.

The number of students participating in the Open Enrollment Program for the 1988-89 school year was 993, a decrease of 240 students from the previous school year. The percentage of black students in the Open Enrollment Program remained high at 96.6% for the 1988-89 school year, and these students improved the racial balance in twenty-eight schools.

An analysis of achievement test results indicated that the percentage of open enrollment students at or above the national norm in reading (31.7%) and mathematics (32.6%) increased from the previous year. A slightly larger percentage of students were at or above the national norm in language (33.5%) than in reading or mathematics. Open enrollment students had lower scores in reading, language and mathematics compared to students in alternative programs but had scores only slightly less than all other students in non-alternative programs. More than the expected academic gain was met in language (+1.1 NCEs) for open enrollment students but was not met in reading (-0.9 NCEs) and mathematics (-1.1 NCEs). Open enrollment students, however, made similar progress compared to other students in terms of gains in reading achievement levels from the previous year. Furthermore, open enrollment students made better progress in language and mathematics. Open enrollment students who have been in the program at their current school for two years or more made better academic progress in reading and mathematics than first year open enrollment students.

The following recommendations for the Open Enrollment Program were offered for consideration:

1. Student recruitment efforts should be made to return the total enrollment figures to 1200 by 1990-91 and to advance the total enrollment beyond this figure in following years.
2. Ways should be explored to make the program more popular for white students and their families.
3. The efforts of teachers and administrators to effect the academic progress of open enrollment students should be appropriately acknowledged and these efforts maintained.
4. School staffs should make the transition year for first year open enrollment students as smooth as possible.
5. An effective procedure for assessing the attitudes of open enrollment students and their parents should be developed.

THE OPEN ENROLLMENT PROGRAM

Introduction

The Open Enrollment Program has played an important part in the improvement of racial balance in many schools in the Cincinnati Public Schools since its inception in 1973. This program permits parents to enroll their children in schools other than their neighborhood school if the enrollment improves the racial balance of the receiving school (the school to which the student is transferred) and does not adversely affect the racial balance of the sending school (the student's neighborhood school).

The 1984 Bronson Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People states specifically that the current Open Enrollment Program will remain in place to assist in the reduction of racial isolation.

The Open Enrollment Program is administered by the Alternative Settlement Office. An associate director supervises the program and application procedures. The major publicity effort for the program for the 1989-90 school year was a flyer sent to each parent of school-age children throughout the school district. This flyer explained the Open Enrollment Program and included an application along with a list of schools accepting open enrollment students. Black families and white families received different flyers listing the appropriate schools for their children. Over 50,000 flyers were mailed. Each school also received a supply of applications to give to interested parents.

This report contains evaluative data concerning the program's operation during the 1989-90 school year.

Evaluation Results

Student Enrollment

Student enrollment and racial composition data[1] are shown in Table 1 for several years beginning with the 1973-74 school year. (Open enrollment statistics for some years were not available.) During the 1988-89 school year, almost all open enrollment students were black students. Of the total 993 open enrollment students in 1988-89, 96.8% were black.

Data in Table 1 also reveal a decrease of 240 students from 1987-88 to the 1988-89 school year. This decrease is due primarily to a reduction in open enrollment students accepted at Western Hills High School. Ninth grade students who would have attended Roberts Junior High School before it closed were assigned to Western Hills. This created a reduction in available placements for open enrollment students. However, all open enrollment students at Roberts and Dater were accepted into Western Hills and Western Hills accepted approximately 30 other open enrollment students for the 1988-89 school year.

Since at least 1980-81 the number of open enrollment students has fluctuated between approximately 1000 and 1200 students (see Figure 1) and black student participation has remained high (see Figure 2).

---

[1] Enrollment data collected in October 1988 were supplied by the Alternative Settlement Office. These data are summarized in Tables 1 and 2. Tables 3-5 summarize enrollment data obtained from the computerized student database in April 1989. These different collection dates explain the discrepancy in numbers between these tables.

Table 1. Student Enrollment in the Open Enrollment Program, 1973-74 Through 1988-89.

School Year	Number and Percentage of Students: Black		White		Total
1988-89	961	(96.7%)	32	(3.3%)	993
1987-88	1200	(97.3)	33	(2.7)	1233
1986-87	1158	(96.3)	44	(3.7)	1202
1985-86	1045	(97.0)	32	(3.0)	1077
1984-85	1174	(97.4)	31	(2.6)	1205
1983-84	1075	(96.6)	38	(3.4)	1113
1982-83	1220	(97.0)	38	(3.0)	1258
1981-82	1143	(97.7)	27	(2.3)	1170
1980-81	1207	(98.0)	25	(2.0)	1232
1974-75	657	(99.8)	1	(0.2)	658
1973-74	78	(53.3)	63	(46.7)	141

Figure 1. Student Enrollment in the Open Enrollment Program, 1973-74 Through 1988-89.

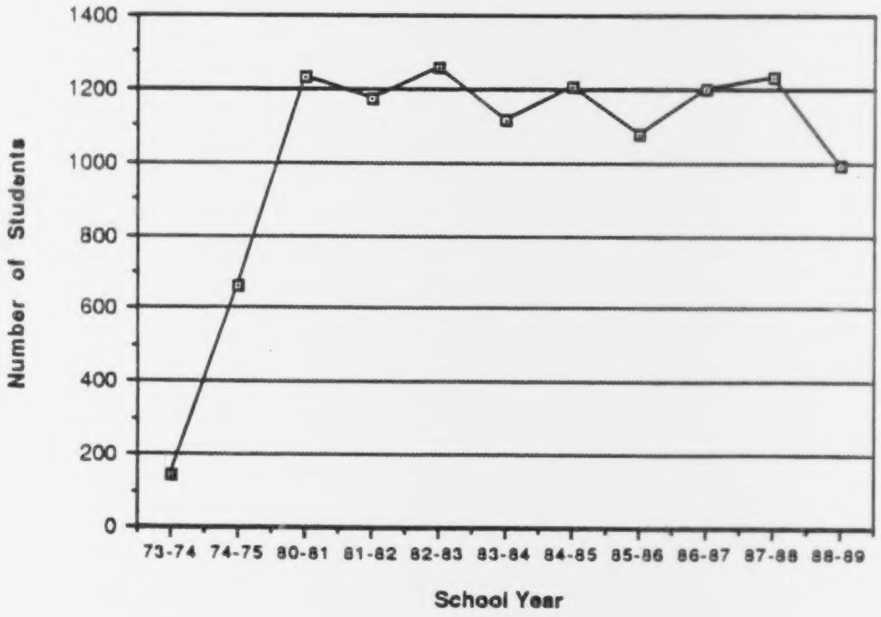
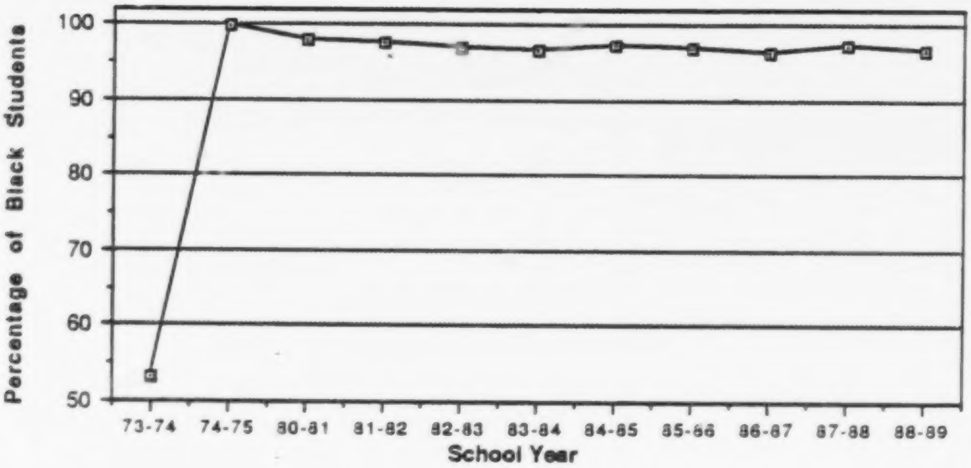


Figure 2. Percentage of Black Students in the Open Enrollment Program, 1973-74 Through 1988-89.



Student Enrollment by School

The number of open enrollment students and the percentage of total open enrollment students at each school receiving these students is shown in Table 2. Elementary schools with the highest percentage of all open enrollment students were Oyler (8%), Hartwell (6%), Covedale (5%), Westwood (5%), Mt. Washington (4%), Hyde Park (4%), and Midway (4%). Secondary schools with the highest percentage of all open enrollment students were Dater (21%) and Western Hills (25%). Western Hills and Dater together received 46% of all open enrollment students.

The population of open enrollment students was evenly divided between elementary students (51%) and secondary students (49%).

Of the 41 elementary and 14 secondary schools eligible to receive open enrollment students, approximately 50% of each did so. However, of course, most students attended schools eligible to receive black students only. The racial balance of a total of 28 schools was improved through the Open Enrollment Program.

Table 2. Number and Percentage of Open Enrollment Program Students by School, October 1988.

School	Students Eligible to Apply 1988-89 (Black or White)	Number of Students Black	 White	Total Number and Percentage of Students
Elementary				
Anderson (K-6)	W	0	1	1 *
Carson (3-6)	B	8	0	8 (1%)
Central Fairmount (K-6)	B	20	0	20 (2)
Cheviot (6)	B	10	0	10 (1)
Covedale (K-6)	B	49	0	49 (5)
Hartwell (K-6)	B	56	0	56 (6)
Hyde Park (K-6)	B	33	9**	42 (4)
Kilgour (K-6)	B	68	0	68 (7)
Kirby Road (K-2)	B	22	0	22 (2)
Losantiville (K-6)	W	8***	4	12 (1)
Midway (K-6)	B	37	0	37 (4)
Mt. Airy (K-6)	B	9	0	9 (1)
Mt. Washington (K-6)	B	42	0	42 (4)
North Fairmount (K-6)	W	0	1	1 *
Oyler (K-6)	B	76	0	76 (8)
Roselawn/Condon (K-8)	W	0	5	5 *
Sayler Park (K-6)	B	1	0	1 *
Washington Park (K-6)	W	0	2	2 *
Westwood (K-6)	B	45	0	45 (5)
Whittier (K-6)	B	3	0	3 *
Secondary				
Aiken (9-12)	W	0	4	4 *
Dater (7-9)	B	213	0	213 (21)
Gamble (7-8)	W	0	3	3 (1)
Hughes (9-12)	W	0	1	1 *
Porter (7-8)	B	9	0	9 (1)
Schwab (7-8)	W	0	1	1 *
Western Hills (9-11)	B	246	0	246 (25)
Withrow (9-12)	W	0	1	1 *
Total Elementary		487	22	509 (51%)
Total Secondary		474	10	474 (49%)
GRAND TOTAL		961	32	993 (100%)

* Less than 1%.
** White students accepted when school was predominately black.
*** Black students accepted when school was predominately white.

Student Enrollment by Sending School

The number of open enrollment students and the percentage of total open enrollment students from each sending school is found in Table 3. The sending elementary schools with the largest percentage of open enrollment students attending elsewhere were North Fairmount (5%), Chase (3%), and Rockdale (3%). The sending secondary schools with the largest percentage of open enrollment students attending elsewhere were Hughes (7%), Taft (7%), Woodward (6%), Aiken (6%), and Bloom (6%).

Table 3. Number and Percentage of Open Enrollment Program Students by Sending School, April 1989.

Home School	Number of Students		Total Number and Percentage of Students	
	Black	White		
Elementary				
Anderson Place	17	3	20	(2%)
Bond Hill	13	0	13	(1)
Bramble	13	0	13	(1)
Burton	18	0	18	(2)
Central Fairmont	18	0	18	(2)
Chase	28	0	28	(3)
Cheviot	0	1	1	*
Hartwell	0	4	4	*
Hays	21	0	21	(2)
Heberle	16	0	16	(2)
Hoffman	20	0	20	(2)
Kilgour	3	6	9	(1)
Kirby Road	6	0	6	(1)
Losantiville	4	1	5	*
McKinley	0	3	3	*
Millvale	14	0	14	(2)
Mt. Airy	2	0	2	*
Mt. Washington	1	1	2	*
North Fairmont	47	0	47	(5)
Oyler	0	1	1	*
Parham	11	0	11	(1)
Pleasant Hill	8	0	8	(1)
Pleasant Ridge	11	0	11	(1)
Rockdale	26	0	26	(3)
Roosevelt	19	1	20	(2)
Roselawn/Condon	2	0	2	*
Rothenberg	10	0	10	(1)
Silverton	7	0	7	(1)
South Avondale	17	0	17	(2)
Swifton	5	0	5	*
Taft	14	0	14	(2)
Vine	13	0	13	(1)
Washburn	20	1	21	(2)
Washington Park	9	0	9	(1)
Westwood	3	0	3	*
Whittier	2	0	2	*
Windsor	3	0	3	*
Winton Place Primary	21	0	21	(2)
Woodford	0	1	1	*
Secondary				
Aiken	54	0	54	(6)
Bloom	48	2	50	(6)
Crest Hills	19	0	19	(2)
Dater	1	1	2	*
Gamble	27	0	27	(3)
Hughes	63	1	64	(7)
Merry	34	0	34	(4)
Peoples	7	0	7	(1)
Porter	14	1	15	(2)
Schwab	15	0	15	(2)
Taft	59	0	59	(7)
Western Hills	11	4	15	(2)
Withrow	27	0	27	(3)
Woodward	56	0	56	(6)
Unassigned (Sp.Ed.)	5	0	5	*
TOTAL	882 (96.5%)	32 (3.5%)	914	(100%)

* Less than 1%.

Student Enrollment by Grade, Race and Gender

The number of open enrollment students by grade and by race and gender is found in Table 4. Students were fairly evenly distributed among each grade K-12. Kindergarten, however, had the smallest percentage of open enrollment students (4.7%). Each gender group within each race was also fairly evenly represented. It can be noted that while there were similar numbers of black females and black males in grades K-6 (there were slightly more males than females), in grades 7-12 black females were consistently the more dominant group. Overall, black females were in a slight majority (51.2%) of all open enrollment students.

Table 4. **Number of Open Enrollment Students by Grade and by Race and Gender, April 1989.**

Grade	**Number of Students**				**Total Number and Percentage of Students**
	Black		**White**		
	Female	**Male**	**Female**	**Male**	
K	18	24	1	0	43 (4.7%)
1	30	27	1	0	58 (6.3)
2	32	39	2	4	77 (8.4)
3	29	42	1	5	77 (8.4)
4	36	27	1	1	65 (7.1)
5	33	31	2	2	68 (7.4)
6	29	42	2	1	74 (8.1)
7	51	36	1	1	89 (9.7)
8	46	32	2	0	80 (8.8)
9	42	31	0	0	73 (8.0)
10	48	31	0	1	80 (8.8)
11	30	20	2	0	52 (5.7)
12	43	26	0	2	71 (7.8)
Ungraded (Sp. Ed.)	1	6	0	0	7 (0.8)
TOTAL	**468 (51.2%)**	**414 (45.3%)**	**15 (1.6%)**	**17 (1.9%)**	**914** (100%)

Student Enrollment by Length of Time in Open Enrollment Program

Once open enrollment students are accepted into a neighborhood program they can remain at that school through the final grade of the school. This can be as long as seven years for a student at a K-6 school who has not been retained. Some parents of open enrollment students choose another school for their children after the first year, other parents have their children remain at their school for several years. In Table 5 the number of years open enrollment students have remained in their current school is reported. Approximately one-third have been at their school for one year, one-third have been at their school for two years, and the final third have been at their school for three or more years.

Table 5. Number of Open Enrollment Students by Number of Years in the Open Enrollment Program at Current School and by Race, April 1989.

Number of Years as Open Enrollment Student	Number of Students		Total Students
	Black	White	
1	306	14	320
2	293	7	300
3	179	4	183
4	70	7	77
5	23	0	23
6	8	0	8
7	3	0	3
TOTAL	882	32	914

Student Achievement

The California Achievement Tests (Form E) were administered district-wide to all students in grades 1-11 in April 1989. Open enrollment students were included in this testing program. The tests covered reading, mathematics, and language achievement. Language achievement for open enrollment students is reported for the first time in this report.

Achievement Distribution and Percentage At or Above the National Norm

For the 1988-89 school year, the percentage of open enrollment students performing at or above the national norm increased by 5.3 percentage points in reading achievement and 2.4 percentage points in mathematics achievement to 31.7% and 32.6%, respectively. An even larger percentage of students (33.5%) were at or above the national norm in language achievement. The majority of open enrollment students performed in the average achievement range in reading (60.3%), language (55.9%), and mathematics (54.2%). Reported in Table 6 are the number and percentage of students in each achievement category as well as the number and percentage of students at or above the national norm in reading, language, and mathematics for each school.

Comparisons With Other Students. Comparative data on achievement distribution levels of open enrollment, alternative and non-alternative students (those in neighborhood school programs) are presented in Table 7. Open enrollment students performed only slightly less well than all non-alternative students in terms of the percentage of students at or above the national norm (see also Figure 3). However, there was a slightly higher percentage of open enrollment students in the average achievement category in reading, language and mathematics than non-alternative students and, consequently, a slightly lower percentage of open enrollment students in the below and high average achievement categories. In mathematics, however, a similar percentage of students was in the below average category. While the

Table 6. Stanine Distribution and Percentage At or Above National Norm for Total Reading, Total Language and Total Mathematics of Open Enrollment Program Students by School, California Achievement Tests (Form E), April 1969.

	ACHIEVEMENT CATEGORY											
	Below Average (1-3) N (%)			*Average (4-6) N (%)*			*Above Average (7-9) N (%)*			*Percentage At or Above National Norm N (%)*		
	TR	*TL*	*TM*	*TR*	*TL*	*TM*	*TR*	*TL*	*TM*	*TR*	*TL*	*TM*
Elementary												
Andersen (1-6)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
Carson (3-6)	2 (33.3)	2 (33.3)	1 (16.7)	3 (50.0)	3 (50.0)	5 (83.3)	1 (16.7)	1 (16.7)	0 (0.0)	3 (50.0)	4 (66.7)	4 (66.7)
Central Fairmount (1-6)	9 (50.0)	11 (61.1)	7 (41.2)	9 (50.0)	6 (33.3)	10 (58.8)	0 (0.0)	1 (5.6)	0 (0.0)	2 (11.1)	4 (22.2)	4 (23.5)
Cheviot (6)	1 (10.0)	4 (40.0)	2 (20.0)	8 (80.0)	4 (40.0)	6 (60.0)	1 (10.0)	2 (20.0)	2 (20.0)	4 (40.0)	3 (30.0)	5 (50.0)
Covedale (1-6)	11 (25.6)	14 (31.6)	12 (27.3)	27 (62.8)	25 (56.8)	29 (65.9)	5 (11.6)	5 (11.4)	3 (6.8)	16 (37.2)	17 (38.6)	17 (38.6)
Hartwell (1-6)	12 (20.6)	11 (22.0)	15 (29.4)	36 (70.6)	31 (62.0)	31 (60.8)	3 (5.9)	8 (16.0)	5 (9.8)	14 (21.5)	18 (35.3)	15 (28.8)
Hyde Park (1-6)	5 (14.7)	6 (17.6)	5 (15.6)	24 (70.6)	20 (58.8)	21 (65.6)	5 (14.7)	8 (23.5)	6 (18.8)	17 (50.0)	17 (50.0)	17 (53.1)
Kilgour (1-6)	11 (19.3)	6 (10.5)	9 (16.1)	29 (50.9)	31 (54.4)	24 (42.9)	17 (29.8)	20 (35.1)	23 (41.1)	33 (57.9)	38 (66.7)	37 (66.1)
Kirby Road (1-2)	6 (37.5)	6 (37.5)	5 (31.3)	9 (56.3)	7 (43.8)	9 (56.3)	1 (6.3)	3 (18.8)	2 (12.5)	5 (31.3)	6 (37.5)	5 (31.3)
Losantiville (1-6)	0 (0.0)	0 (0.0)	0 (0.0)	3 (42.9)	2 (28.6)	2 (28.6)	4 (57.1)	5 (71.4)	5 (71.4)	6 (85.7)	7 (100.0)	6 (85.7)
Midway (1-6)	7 (20.6)	2 (5.9)	4 (11.8)	24 (70.6)	24 (70.6)	22 (64.7)	3 (8.8)	8 (23.5)	8 (23.5)	12 (35.3)	19 (55.9)	22 (64.7)
Mt. Airy (1-6)	2 (40.0)	2 (40.0)	1 (20.0)	1 (20.0)	2 (40.0)	4 (80,0)	2 (40.0)	1 (20.0)	0 (0.0)	2 (40.0)	2 (40.0)	3 (60.0)
Mount Washington (1-6)	9 (22.5)	18 (45.0)	20 (50.0)	30 (75.0)	22 (55.0)	28 (45.0)	1 (2.5)	0 (0.0)	2 (5.0)	9 (22.5)	10 (25.0)	5 (12.5)
Oyler (1-6)	17 (44.7)	18 (46.2)	22 (56.4)	19 (50.0)	17 (43.6)	13 (33.3)	2 (5.3)	4 (10.3)	4 (10.3)	11 (28.9)	10 (25.6)	13 (13.3)
Roselawn/Condon (1-8)	0 (0.0)	0 (0.0)	0 (0.0)	2 (40.0)	0 (0.0)	3 (60.0)	3 (60.0)	5 (100.0)	2 (40.0)	4 (80.0)	5 (100.0)	4 (80.0)
Washington Park (1-6)	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)	1 (50.0)	1 (50.0)
Westwood (1-6)	15 (38.5)	11 (28.2)	18 (48.6)	22 (56.4)	26 (66.7)	16 (43.2)	2 (5.1)	2 (5.1)	3 (8.1)	16 (41.1)	13 (33.3)	11 (29.7)
Whittier (1-6)	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)	0 (0.0)
Secondary												
Aiken (9-11)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	2 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	1 (50.0)	0 (0.0)
Dater (7-9)	66 (42.3)	57 (36.3)	67 (42.1)	86 (55.1)	93 (59.2)	87 (54.7)	4 (2.6)	7 (4.5)	5 (3.1)	26 (16.7)	37 (23.6)	30 (18.9)
Gamble (7-8)	1 (16.7)	2 (33.3)	2 (33.3)	5 (83.3)	4 (66.7)	4 (66.7)	0 (0.0)	0 (0.0)	0 (0.0)	3 (50.0)	1 (16.7)	1 (16.7)
Porter (7-8)	2 (40.0)	2 (40.0)	2 (40.0)	3 (60.0)	3 (60.0)	3 (60.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)
Schwab (7-8)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Western Hills (9-11)	38 (31.7)	49 (41.9)	52 (43.7)	75 (62.5)	63 (53.8)	64 (53.8)	7 (5.8)	5 (4.3)	3 (2.5)	34 (28.3)	19 (16.2)	25 (21.0)
Withrow (9-11)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)	0 (0.0)
Total Elementary (1-6)	*109 (26.7)*	*113 (27.6)*	*123 (30.4)*	*249 (61.0)*	*223 (54.5)*	*216 (53.5)*	*50 (12.3)*	*73 (17.8)*	*65 (16.1)*	*155 (38.0)*	*175 (42.9)*	*170 (42.1)*
Total Secondary (7-11)	*107 (36.9)*	*110 (38.1)*	*123 (42.1)*	*172 (59.3)*	*167 (57.8)*	*101 (55.1)*	*11 (3.8)*	*12 (4.2)*	*8 (2.7)*	*66 (22.8)*	*59 (20.4)*	*57 (19.5)*
Grand Total (1-11)	*216 (30.9)*	*223 (31.9)*	*246 (35.3)*	*421 (60.3)*	*390 (55.9)*	*377 (54.2)*	*61 (8.7)*	*85 (12.2)*	*73 (10.5)*	*221 (31.7)*	*234 (33.5)*	*227 (32.6)*

Table 7. Stanine Distribution and Percentage At or Above National Norm for Total Reading, Total Language and Total Mathematics for Open Enrollment Students, Non-Alternative Students and Alternative Students, California Achievement Tests (Form E), April 1989.

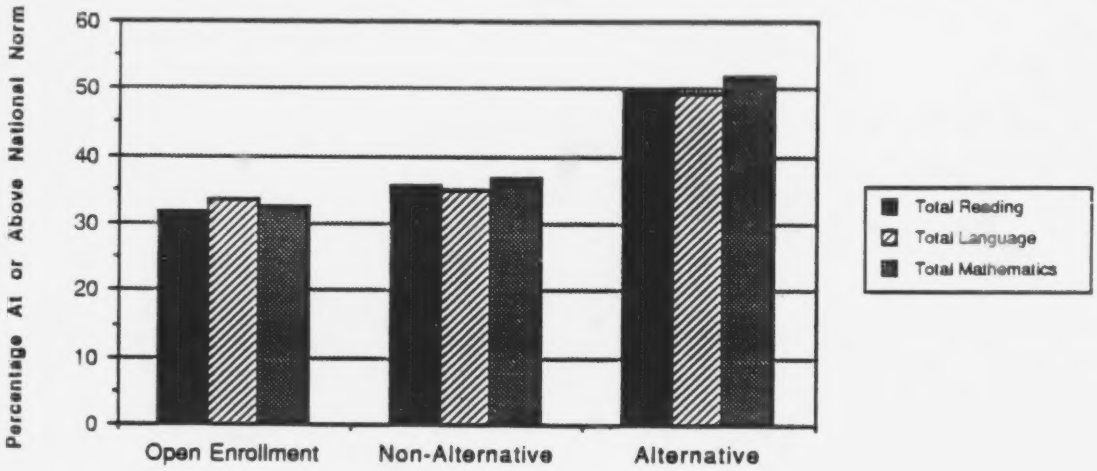
	ACHIEVEMENT CATEGORY									Percentage At or Above National Norm		
	Below Average (1-3) N (%)			Average (4-6) N (%)			Above Average (7-9) N (%)			N (%)		
	TR	TL	TM	TR	TM	TL	TR	TL	TM	TR	TL	TM
Open Enrollment	216 (30.9)	223 (31.9)	246 (35.3)	421 (60.3)	390 (55.9)	377 (54.2)	61 (8.7)	85 (12.2)	73 (10.5)	221 (31.7)	234 (33.5)	227 (32.6)
Non-Alternative	7386 (33.6)	7479 (34.2)	7634 (35.1)	11647 (53.0)	11324 (51.7)	10832 (49.8)	2934 (13.4)	3081 (14.1)	3294 (15.1)	7867 (35.8)	7612 (34.8)	8005 (36.8)
Alternative	2803 (20.8)	2914 (21.6)	2927 (21.7)	7860 (58.2)	7450 (55.3)	7278 (53.9)	2836 (21.0)	3109 (23.1)	3309 (24.5)	6755 (50.0)	6653 (49.4)	7014 (51.9)

Table 8. Stanine Distribution and Percentage At or Above National Norm for Total Reading, Total Language and Total Mathematics for Open Enrollment Students by Number of Years in Program, California Achievement Tests (Form E), April 1989.

	ACHIEVEMENT CATEGORY									Percentage At or Above National Norm		
	Below Average (1-3) N (%)			Average (4-6) N (%)			Above Average (7-9) N (%)			N (%)		
	TR	TL	TM	TR	TM	TL	TR	TL	TM	TR	TL	TM
One Year	94 (38.4)	86 (35.2)	91 (37.9)	133 (54.3)	136 (55.7)	132 (55.0)	18 (7.3)	22 (9.1)	17 (7.1)	69 (28.2)	76 (31.0)	68 (28.3)
Two or More Years	122 (26.9)	137 (30.2)	155 (34.0)	288 (63.6)	254 (55.9)	245 (53.7)	43 (9.5)	63 (13.9)	56 (12.3)	152 (33.5)	158 (34.8)	159 (34.9)
TOTAL	*216 (30.9)*	*223 (31.9)*	*246 (35.3)*	*421 (60.3)*	*390 (55.9)*	*377 (54.2)*	*61 (8.7)*	*85 (12.2)*	*73 (10.5)*	*221 (31.7)*	*234 (33.5)*	*227 (32.6)*

percentage of open enrollment students in the average achievement category was similar to alternative students, there was a greater percentage of open enrollment students in the below average category in reading, language and mathematics and a smaller percentage of students in the above average category than for alternative students.

Figure 3. Achievement for Open Enrollment, Non-Alternative and Alternative Students, April 1989.



Comparison By Years in Program. The achievement distribution of open enrollment students who have remained in their open enrollment school for two years or more was higher than for first year open enrollment students. Reported in Table 8 are the number and percentage of students in each achievement category as well as the number and percentage of students at or above the national norm in reading, language and mathematics for open enrollment students by the number of years in the Open Enrollment Program at their current school. For those who have been in the Open Enrollment Program for two years or more, the percentage of students in the average and above average categories in reading, language, and mathematics was higher than for the first year students. The percentage of students at or above the national norm was higher for this group by 5.3 percentage points in reading, 3.8 percentage points in language and 6.6% percentage points in mathematics.

It is important to note that comparisons of achievement distributions for any two or more groups for the same year describe existing differences in achievement rather than academic progress.

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the open enrollment program students on the California Achievement Tests are presented in Table 9. Data for promoted students in grades 2-11 who were tested in April 1988 and again in April 1989 are included. Gain scores cannot be computed for grade 1 students since the necessary baseline data are not obtained during the kindergarten year. The tests are not administered to students in grade 12.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in a gain of 0), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain. In addition, a gain of NCEs represents exactly the same amount of expected performance improvement for below average students as it does for the average or above average students.

An analysis of the data in Table 9 revealed that open enrollment students had gains in average NCEs in language achievement (+1.1 NCEs) from 1988 to 1989, but achieved less than the expected gain as compared to the norm group in both reading (-0.9 NCEs) and mathematics (-1.1 NCEs). Included in Table 9 are achievement gains for students at each school.

Table 9. **Achievement Status and Gains for Total Reading, Total Language and Total Mathematics for Matched Promoted Open Enrollment Students by School, California Achievement Tests (Form E), April 1988 and April 1989.**

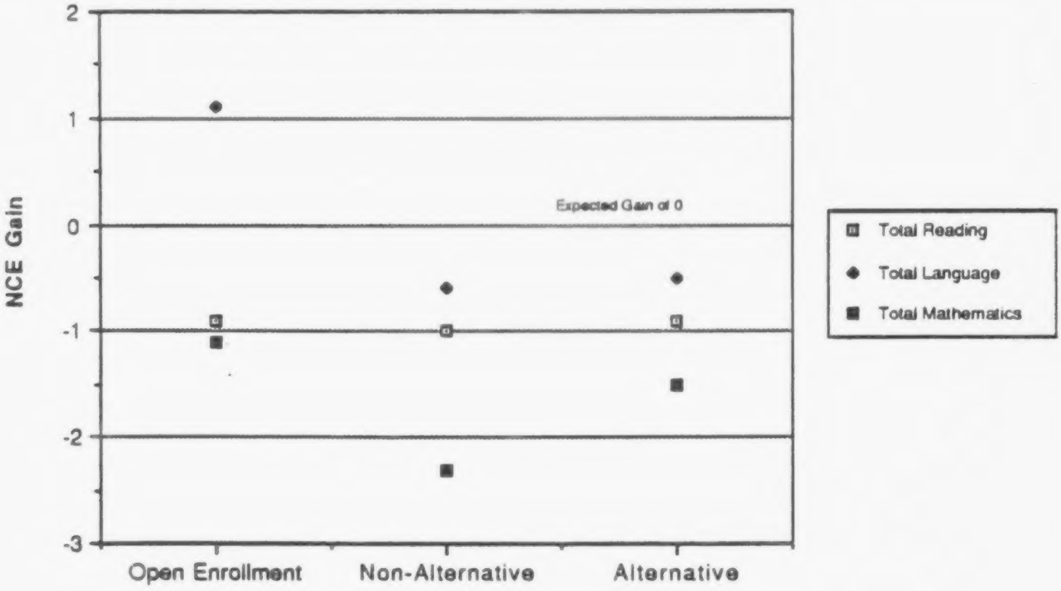
School	TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICS			
	Average NCE 1988	Average NCE 1989	NCE Gain	N	Average NCE 1988	Average NCE 1989	NCE Gain	N	Average NCE 1988	Average NCE 1989	NCE Gain	N
Elementary												
Carson (3-6)	51.6	45.2	-6.4	5	50.2	46.8	-3.4	5	64.8	50.6	-14.2	5
Central Fairmount (K-6)	38.7	39.4	+0.7	14	37.6	39.2	+1.6	14	40.0	43.2	+3.2	13
Cheviot (6)	43.7	47.4	+3.7	9	41.4	45.0	+3.6	9	43.2	48.3	+5.1	9
Covedale (K-6)	48.7	46.8	-1.9	36	44.8	46.2	+1.4	36	47.5	44.0	-3.4	37
Hartwell (K-6)	44.9	43.8	-1.1	43	46.3	47.2	+0.9	42	41.6	44.3	+2.7	43
Hyde Park (K-6)	49.0	48.7	-0.3	26	46.9	47.2	+0.3	26	53.5	49.5	-4.0	26
Kilgour (K-6)	54.0	53.7	-0.3	48	53.0	56.4	+3.4	48	57.3	56.5	-0.8	47
KirbyRoad (K-2)	42.0	44.3	-2.3	8	38.0	49.6	+11.6	8	37.5	42.6	+5.1	8
Losantiville (K-6)	71.1	69.2	-1.9	7	82.1	78.1	-4.0	7	71.6	75.9	+4.3	7
Midway (K-6)	44.9	46.6	+1.7	30	47.7	54.1	+6.4	30	49.3	53.2	+3.9	30
Mt. Airy (K-6)	52.0	54.4	+2.4	5	41.2	44.6	+3.4	5	48.2	47.4	-0.8	5
Mt. Washington (K-6)	41.1	39.3	-1.8	36	39.3	37.8	-1.5	35	36.7	34.8	-1.9	36
Oyler (K-6)	33.4	34.3	+0.9	20	34.9	36.2	+1.3	20	31.8	37.1	+5.3	20
Roselawn/Condon (K-8)	64.3	59.6	-4.7	3	81.6	76.3	-5.3	3	74.0	63.7	-10.3	3
Washington Park (K-6)	42.0	33.0	-9.0	2	34.0	37.5	+3.5	2	40.5	34.0	-6.5	2
Westwood (K-6)	47.8	43.1	-4.7	34	45.7	43.4	-2.3	35	45.4	40.3	-5.1	34
Whittier (K-6)	35.5	35.0	-0.5	2	30.5	29.0	-1.5	2	41.0	30.5	-10.5	2
Secondary												
Aiken (9-12)	60.0	63.0	+3.0	1	52.0	50.0	-2.0	3	38.0	43.0	+5.0	1
Dater (7-9)	38.7	36.0	-2.7	136	39.8	40.9	+1.1	137	41.0	37.8	-3.2	141
Gamble (7-8)	35.3	44.8	+9.5	6	41.0	40.7	+0.3	6	36.5	36.3	-0.2	6
Porter (7-8)	26.7	33.7	+7.0	3	29.0	34.6	+5.6	4	31.0	30.0	-1.0	4
Schwab (7-8)	57.0	63.0	+6.0	1	49.0	48.0	-1.0	1	36.0	45.0	+9.0	1
Western Hills (9-11)	42.7	43.4	+0.7	96	34.0	39.8	-0.2	95	40.1	39.6	-0.5	96
Withrow (9-12)	66.0	59.0	-7.0	1	56.0	65.0	+9.0	1	50.0	42.0	-8.0	1
Total Elementary	**46.5**	**45.6**	**-0.9**	**328**	**46.0**	**47.4**	**+1.4**	**327**	**46.7**	**46.2**	**-0.5**	**327**
Total Secondary	**40.5**	**39.6**	**-0.9**	**244**	**39.9**	**40.5**	**+0.6**	**246**	**40.4**	**38.4**	**-2.0**	**250**
GRAND TOTAL	**44.0**	**43.1**	**-0.9**	**572**	**43.3**	**44.4**	**+1.1**	**573**	**43.9**	**42.8**	**-1.1**	**577**

__Comparison With Other Students.__ Provided in Table 10 is a presentation of achievement status and gain data for open enrollment students compared to alternative and non-alternative students (students in neighborhood school programs). All groups experienced losses of NCEs in reading and mathematics. Open enrollment students were the only ones to experience gains in NCEs in language achievement (+1.1 NCEs). All three groups experienced similar losses in NCEs in reading achievement of approximately -1.0 NCE. And although all three groups made less than the expected gain of zero NCEs in mathematics, the NCE loss was less for open enrollment students (-1.1 NCEs) than for alternative (-1.5 NCEs) and non-alternative students (-2.3 NCEs). This comparison is also displayed in Figure 4 where the NCE gain of open enrollment students in language is clearly distinct from the other two groups of students.

Table 10. Achievement Status and Gains for Total Reading, Total Language and Total Mathematics for Non-Alternative Students and Alternative Students, California Achievement Tests (Form E), April 1988 and April 1989.

	TOTAL READING			TOTAL LANGUAGE			TOTAL MATHEMATICS		
	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain
Open Enrollment	44.0	43.1	-0.9	43.3	44.4	+1.1	43.9	42.8	-1.1
	(N=572)			(N=573)			(N=577)		
Non-Alternative	45.3	44.3	-1.0	44.9	44.3	-0.6	47.1	44.8	-2.3
	(N=15714)			(N=15638)			(N=15551)		
Alternative	51.2	50.3	-0.9	51.3	50.8	-0.5	53.2	57.7	-1.5
	(N=10785)			(N=10725)			(N=10763)		

Figure 4. Achievement Progress of Open Enrollment, Non-Alternative and Alternative Students, April 1989.



Comparison By Years in Program. The achievement status and gains for open enrollment students who have been in the Open Enrollment Program for one year is compared to open enrollment students who have been in the program for two or more years in Table 11. As noted previously, open enrollment students did not achieve the expected gain of zero NCEs in reading and mathematics. However, the losses for open enrollment students who have been in the Open Enrollment Program for two or more years were somewhat less in reading than for students in the program for one year only and these losses were considerably less in mathematics.

Table 11. Achievement Status and Gains for Total Reading, Total Language and Total Mathematics for Matched Promoted Open Enrollment Students by Number of Years in Program, California Achievement Tests (Form E), April 1988 and April 1989.

	TOTAL READING			TOTAL LANGUAGE			TOTAL MATHEMATICS		
Number of Years in Open Enrollment Program	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain	Average NCE 1988	Average NCE 1989	NCE Gain
One Year	42.0	40.8	-1.2	40.3	42.8	+2.5	41.8	39.2	-2.6
	(N=179)			(N=178)			(N=179)		
Two or More Years	44.9	44.1	-0.8	44.8	45.2	+0.4	44.9	44.4	-0.5
	(N=393)			(N=395)			(N=398)		
TOTAL	44.0	43.1	-0.9	43.3	44.4	+1.1	43.9	42.8	-1.1
	(N=572)			(N=573)			(N=577)		

All open enrollment students exceeded the expected gain of zero NCEs in language achievement but first year open enrollment students surpassed all other open enrollment students in language progress (+2.5 NCEs vs. +0.4 NCEs).

Student and Parent Attitudes

Each spring students and parents participate in the School Information System (SIS) survey administered by the Planning, Research and Evaluation Branch. Efforts were made to identify the responses of open enrollment students and parents of open enrollment students in order to assess their attitudes toward their school through this instrument. (In past years, special surveys for this purpose have been used.) Unfortunately, the procedures used did not result in the ability to correctly identify these groups. Consequently, no survey data for open enrollment students and their parents are available for the 1988-89 school year.

Conclusions and Recommendations

Based upon the data presented in this report the following conclusions and corresponding recommendations are made:

1. Student enrollment has declined, albeit for reasons that are easily identified. However, the Open Enrollment Program is an important component of the Cincinnati Public Schools efforts in reducing racial isolation. Therefore, an effort should be made to recruit more open enrollment students in order to return the total enrollment figure to 1200 by 1990-91 and to advance the total enrollment beyond this figure in following years.

2. The Open Enrollment Program remains one that appeals primarily to black students and their families. Ways should be explored to make the program more popular for white students and their families.

3. The achievement levels of open enrollment students has improved over previous years. These students now perform similarly to all non-alternative students. The efforts of teachers and administrators to effect the academic progress of open enrollment students should be appropriately acknowledged and these efforts maintained.

4. Open enrollment students who have been in the program at their current school for two years or more made better academic progress in reading and mathematics than first year open enrollment students. It is possible that first year open enrollment students would benefit academically by school staffs making the transition year for these students as smooth as possible. At a minimum, teachers should be aware of which of their students are open enrollment students and should take steps to address any special needs that these students may have in their assimilation to a new school environment.

5. Unfortunately, no information is available on student and parent attitudes. An effective procedure for assessing the attitudes of open enrollment students and their parents should be developed.

Summary

A total of 993 students participated in the Open Enrollment Program during the 1988-89 school year, a decrease of 240 students since the previous year. Of this total, 96.8% were black and black females were the majority of open enrollment students (51.2%). Approximately two-thirds of all open enrollment students have been in the program at their current school for two or more years.

In achievement test data, open enrollment students performed less well than alternative students but only slightly less than all non-alternative students. However, open enrollment students made better achievement progress in language and mathematics than both alternative and non-alternative students.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

APPENDIX D

AN ANALYSIS OF STUDENT PLACEMENT WITHIN BUILDINGS

Prepared by:

Dr. Jack L. Lewis
Mr. Jerry W. Moore

Planning, Research, and Evaluation
Office of the Superintendent
Cincinnati Public Schools

April, 1989

AN ANALYSIS OF STUDENT PLACEMENT WITHIN BUILDINGS

Introduction

Section 7 (page 13) of the 1984 Bronson Settlement stated that the school system would review the effectiveness of policies and procedures intended to assure the unbiased placement of students within buildings. No specific measure or targets were specified in this section as had been done earlier in the agreement on the issue of racial balance between buildings. The study described and summarized in this paper represents an effort to quantify where possible the impact of present policies and procedures governing the placement of students in homerooms and classes within buildings.

Student Placement Within Buildings

An intended impact of policies and procedures on this issue is for students to be placed in integrated classes and settings to the fullest extent possible. A desired outcome would be that each class or homeroom within a school reflect the overall racial balance of the school. In reality, the complexities of school organizations are such that perfect compliance with this goal is probably not possible with every grouping of students given the diversity of individual student differences and interests. However, extreme deviations from this goal on a widespread basis would indicate a lack of proper attention to this important aspect of quality integrated education.

This section contains a description of the study procedures and a summary of the results from an attempt to assess building level compliance with the goal of unbiased placement of students. Results are presented separately for elementary and secondary schools.

Placement in Elementary Schools

The key organizational unit for grouping students in our elementary schools is the classroom unit. For most of the instructional time during a regular school day, students meet with the same set of classmates on a regular basis. Thus, a measure of the level of racial balance by class within a building provides a reasonably good measure of the extent to which instruction is being provided in integrated settings. The overall racial balance of the total school must also be considered by such a measure, however, since this serves as a limiting factor on racial balance within classrooms.

For the purposes of this study, the Taeuber Index was selected as the measure of racial balance across classrooms in a building. This index provides a single summary statistic to indicate the extent to which classes are organized to match the overall racial balance of the total school. The index value can range from zero which indicates a perfect match in each classroom with the building percentages by race to 100 which indicates all classes segregated by race. This measure was selected for the following reasons:

a. It was selected previously as the official measure of school integration for the Bronson Settlement.

b. It does provide a single measure for a school and exists between known limits which are easily interpreted.

c. It is a familiar statistic to observers and participants in the Bronson Settlement.

One shortcoming of this measure, though, is its inappropriateness for use in buildings housing students totally of the same race. The index automatically assumes a value of 50 in this case, and it cannot be interpreted in the normal manner. It is also true that the index will likely be high in a school with just a small number of students of a particular race since there may not be enough of these students to assign even one to each classroom.

Data for this study were obtained from computerized records of student placement in homerooms. As discussed previously, most elementary school students remain in these homeroom groupings for most of their instructional time each day. The race of each student was also determined from computerized student records. The index value for each school was computed using the formula appended to the document containing the provisions of the 1984 Settlement Agreement.

Results of this study in elementary schools are summarized in Table 1. When reviewing the data in Table 1, it should be noted that the Taeuber Index value indicates the percentage of students of a particular race (either black or white) which must be transferred to a setting predominantly of the opposite race to achieve an index value of zero. The Settlement Agreement established a goal of 36.5 on this measure at the elementary school level, and individual schools having an index value in Table 1 of less than 36.5 are as well balanced racially within the building as the agreement requires across buildings.

Based on the data in Table 1, 43 (72%) of the 60 elementary schools in our system have index values of less than 36.5. It can also be seen that nine of the remaining 17 schools with higher values have approximately 95% or more of their students from a single race, and a higher index value would not be unexpected in these schools. Of the eight remaining schools, five (Covedale-37.1, Vine-37.9, Bond Hill-38.7, Roosevelt-38.8, and Winton Place-42.2) would need to transfer no more than a total of five students between homerooms to reach an index value of less than 36.5. The three remaining schools have index values considerably above this level and would need to transfer a larger number of students between homerooms to reach this level.

Table 1. Taeuber Index Values for Elementary Schools Based on Homeroom Assignment of Students, Cincinnati Public Schools, January, 1989.

SCHOOLS HAVING MORE BLACK STUDENTS THAN SYSTEM AVERAGE			SCHOOLS HAVING FEWER BLACK STUDENTS THAN SYSTEM AVERAGE		
SCHOOL	% BLACK	TAEUBER INDEX	SCHOOL	% BLACK	TAEUBER INDEX
Hoffman	99.72%	50.0	Sayler Park	7.29%	27.1
Washburn	99.63	87.2	McKinley	7.42	42.6
South Avondale	99.22	97.8	Whittier	13.10	20.6
Burton	98.80	67.6	Westwood	20.00	25.6
Windsor	98.60	74.2	Oyler	22.15	24.7
Taft	98.22	68.6	Covedale	22.76	37.1
Rockdale	96.45	68.9	Mt. Washington	24.96	18.3
Millvale	94.97	64.4	Carson	25.73	53.4
Bond Hill	93.45	38.7	Midway	32.36	35.0
Winton Place	91.31	42.2	Roberts	42.47	12.8
Hays	91.09	56.1	Kilgour	43.06	13.4
Rothenberg	90.73	34.3	Quebec Heights	43.13	8.3
Parham	88.98	30.8	Central Fairmount	44.65	29.5
Vine	88.20	37.9	Linwood	44.76	13.6
Washington Park	85.93	33.4	Cheviot	44.83	13.0
Silverton	80.59	25.9	Sands Montessori	46.69	14.8
Bramble	78.87	25.8	Kirby Road	47.49	19.5
Swifton	78.61	73.8	Fairview	49.52	12.1
North Fairmount	77.04	24.6	Hartwell	49.91	25.6
Douglass	76.60	26.1	Woodford	51.08	10.7
Pleasant Hill	76.52	31.9	Roosevelt	51.82	38.8
Heinold	69.18	26.0	Mt. Airy	53.63	24.5
Pleasant Ridge	69.12	19.5	North Avondale	53.70	20.0
Losantiville	68.94	21.2	Roll Hill	54.88	19.5
Roselawn-Condon	64.96	27.3	Eastern Hills	55.24	20.8
Hyde Park	63.80	14.6	Schiel	55.35	12.2
Carthage	62.56	16.9	C.B.A. Sawyer	57.52	25.2
CAPE Primary	61.91	14.4	Chase Intermediate	57.87	24.9
Heberle	61.56	19.6	Clifton	59.03	18.9
Anderson Place	61.35	20.2	College Hill	59.69	15.0

It appears from these data that racial balance within classes has been considered as classrooms were filled with students and that most schools have formed classroom units of students that reflect within reasonable limits the overall racial balance of the school. Most of the remaining schools could meet these limits in future school years by watching the racial balance of classes more closely as classroom units are formed.

Placement in Secondary Schools

A similar strategy was used to assess the placement of students within secondary schools. It was noted, however, that one change in procedure would be needed since most secondary students do not meet with the same group of students for instruction for more than one or two periods of the day. Thus, a Taeuber Index value was computed for each school for each period of the school day based upon the actual classroom units for each period. Data on classroom units were extracted from computerized records at the central administrative offices, and the same computational formula used with elementary schools was applied to the data. Results of this analysis are summarized in Table 2.

It can be seen from the data in Table 2 that little variation in Taeuber Index levels exists across periods within schools. It can also be seen that the index values are low in most schools indicating once again that classes in the school are balanced racially in close proximity to the overall racial balance of the school.

For comparison purposes, it should be noted that the goal established by the Settlement Agreement calls for an index value of 36.0 for junior/middle schools and 34.0 for senior high schools as measured across all buildings. Using these values as a guide, it can be determined from Table 2 that seven (78%) of the nine junior/middle schools have index values below the level of 36.0. The two remaining schools (Merry and Crest Hills) have 90% or more of

Table 2. Taeuber Index Values for Secondary Schools by School Period Based on Classroom Assignment of Students, Cincinnati Public Schools, January, 1989.

JUNIOR HIGH/MIDDLE SCHOOLS

SCHOOL NAME	SCHOOL PERIOD	TAEUBER INDEX
Bloom (7-8)	1	33.5
	2	28.9
	3	33.8
	4	24.2
	5	30.3
	6	32.4
	7	29.3
Crest Hills (7-8)	1	46.2
	2	43.0
	3	45.0
	4	42.6
	5	----
	6	36.3
	7	44.5
Dater (7-9)	1	31.0
	2	31.3
	3	24.3
	4	29.4
	5	30.9
	6	30.8
	7	26.0
Gamble (7-8)	1	25.8
	2	34.2
	3	26.2
	4	29.8
	5	21.8
	6	26.2
	7	23.1
Merry (7-8)	1	35.1
	2	33.9
	3	37.8
	4	44.1
	5	38.3
	6	43.2
	7	38.6
Peoples (7-8)	1	20.8
	2	25.6
	3	23.0
	4	20.9
	5	22.0
	6	20.6
	7	22.2
Porter (7-8)	1	18.8
	2	23.6
	3	24.7
	4	24.7
	5	26.3
	6	18.4
	7	21.9
	8	23.1

JUNIOR HIGH/MIDDLE SCHOOLS (cont´d.)

SCHOOL NAME	SCHOOL PERIOD	TAEUBER INDEX
Schwab (7-8)	1	30.4
	2	29.1
	3	20.2
	4	29.3
	5	26.0
	6	24.3
	7	18.2
Shroder (7-9)	1	21.1
	2	17.3
	3	21.8
	4	22.1
	5	21.8
	6	23.2
	7	22.9
	8	20.9

SENIOR HIGH SCHOOLS

SCHOOL NAME	SCHOOL PERIOD	TAEUBER INDEX
Aiken (9-12)	1	28.4
	2	21.9
	3	21.9
	4	24.7
	5	21.2
	6	23.3
	7	22.3
CAPE (6-12)	1	22.7
	2	21.3
	3	19.6
	4	17.7
	5	19.0
	6	20.2
	7	16.7
	8	17.2
Clark Academy (9-12)	1	25.8
	2	24.2
	3	22.7
	4	23.3
	5	25.0
	6	21.8
Hughes (9-12)	1	32.9
	2	30.9
	3	35.2
	4	30.0
	5	40.9
	6	38.8
	7	37.0
	8	28.0
SCPA (4-12)	1	26.3
	2	25.1
	3	28.3
	4	22.6
	5	26.7
	6	29.5
	7	27.4
	8	26.0
	9	30.8

SENIOR HIGH SCHOOLS (cont´d.)

SCHOOL NAME	SCHOOL PERIOD	TAEUBER INDEX
R.A. Taft (9-12)	1	42.9
	2	38.5
	3	40.7
	4	39.5
	5	43.1
	6	35.1
	7	43.6
Walnut Hills (7-12)	1	20.9
	2	25.2
	3	26.5
	4	24.7
	5	24.3
	6	23.8
	7	19.7
Western Hills (9-12)	1	22.9
	2	26.3
	3	24.6
	4	25.1
	5	25.2
	6	24.2
	7	22.8
Withrow (9-12)	1	36.3
	2	33.6
	3	31.4
	4	33.7
	5	----
	6	32.0
	7	27.7
	8	33.8
Woodward (9-12)	1	51.2
	2	46.0
	3	47.0
	4	42.2
	5	51.9
	6	48.9

their students from one race, and these schools would be expected to have higher index values. Overall for these nine schools, 54 (83%) of the index values computed by school period are less than 36.0, and it can be concluded that the majority of junior/middle school students are placed in classes which are integrated to a level consistent within reasonable limits with the overall racial balance at the individual schools.

For senior high schools, 55 (75%) of the 73 index values shown in Table 2 are lower than 34.0. With only one period as an exception, the school periods with higher index values occur in only three of the ten high schools. These data indicate that a reasonably successful effort has been made to integrate classes in senior high schools, but additional attention should be given to this matter in three schools (Hughes, Taft, and Woodward).

Conclusions

Based upon the data obtained through this study, the following conclusions have been drawn by the researchers.

a. The vast majority of Cincinnati Public School students spend their school day in classroom settings that are racially balanced to a level reasonably consistent with the overall racial balance of their school.

b. School system policies and procedures on the placement of students within buildings have been effective in guarding against the biased placement of students within buildings.

D-11

AN ANALYSIS OF COURSE ENROLLMENTS IN SOME KEY AREAS OF THE CURRICULUM

Prepared by:

Dr. Jack L. Lewis
Mr. Jerry W. Moore

Planning, Research, and Evaluation
Office of the Superintendent
Cincinnati Public Schools

April, 1989

AN ANALYSIS OF COURSE ENROLLMENTS IN SOME KEY AREAS OF THE CURRICULUM

Introduction

The 1984 Bronson Settlement Agreement includes a section focused on the issue of racial isolation of students within buildings (see Section 7, page 13 of the agreement). The language of that section recognizes that the school system has policies in place to assure the unbiased placement of students and specifies that the system will review those policies periodically to assure their effectiveness.

Summarized in this report are the findings from an analysis of current course enrollments in secondary schools within the Cincinnati Public Schools. The racial balance of enrolled students is reported for some key areas of the curriculum, and the data are also disaggregated by course difficulty level and by student achievement level as measured by standardized tests. Although student and parent choice along with the completion of any prerequisite courses are overriding factors in course enrollments, the data resulting from this study do provide some insight into the extent to which equity and fairness have been achieved in this important matter of student placement within school buildings.

Overview of Study Procedures

Data for this study were obtained from computerized student records maintained at the school system´s central administrative offices. (The data were accurate as of early February, 1989.) Course enrollments and the level of course difficulty were determined from the mark reporting system which prints report cards for secondary school students. Student race was determined from each student´s database file, and student achievement level was determined from results of the April, 1988, administration of the California Achievement Test. Contingency tables were prepared to display important breakdowns of the data, and tests for statistical significance were performed where appropriate for a more complete analysis of the data.

Definitions of Course Difficulty Levels

This study focused on student enrollments in the subject matter areas of English, foreign language, mathematics, science, and social studies. Within each of these areas, a number of different courses categorized by difficulty level are offered for the benefit of Cincinnati Public School students. These difficulty levels are defined as follows:

Unclassified	- appropriate for all students
Comprehensive	- average difficulty for secondary school students
Academic	- above average difficulty
Advanced Academic	- special college preparatory courses (for students who have passed the special college preparatory test)
Advanced Placement	- college level content courses for possible college credit

Successful completion of courses at any of these levels of difficulty allows students to gain credits toward high school graduation requirements, but the more difficult courses are especially designed to help students prepare for the rigor of college level coursework in that specific area. Some of the more difficult courses are open only to those students who have passed a special qualifying test. This test is administered routinely each year to all students at grade six, and secondary school students who may have entered the system after grade six also have the option of taking this test.

Summary of Results

Across all curricular offerings for secondary school students with the exception of vocational education and special education courses, the breakdown of course enrollments by course difficulty level is as follows.

Unclassified	- 34%
Comprehensive	- 30%
Academic	- 27%
Advanced Academic	- 8%
Advanced Placement	- 1%

A count of secondary students enrolled in the key subject matter areas of English, foreign language, mathematics, science, and social studies is shown in Tables 1-5 respectively. These counts are broken down by course difficulty level and by race.

It can be seen from these tables that the percentage of black students in four of these five content areas (English, mathematics, science, and social studies) very nearly matches the systemwide percentage of 61.7% black students in grades 7-12. The percentage of black students in foreign language courses is 55%.

It can also be seen from the data in these five tables that the percentage of black students in comprehensive courses is higher than the percentage of black students in advanced academic or advanced placement courses. For example, the percentage of black students in comprehensive English classes is 74% compared to 35% in advanced academic and 39% in advanced placement English courses (see Table 1). This general pattern can be found in all five of these tables. The percentage of black students in academic classes alone ranges from 56% to 67% which corresponds very well to the systemwide percentage of black students.

Table 1. Distribution of Student Enrollments in English Courses by Course Difficulty and by Race, February, 1989.

	Number and Percentage of Students		
Course Difficulty Level	Black	White	Total
Unclassified	712 (53%)	643 (47%)	1355
Comprehensive	7589 (74%)	2684 (26%)	10273
Academic	4715 (60%)	3133 (40%)	7848
Special College Preparatory/ Advanced Academic	845 (35%)	1542 (65%)	2387
Advanced Placement	125 (39%)	197 (61%)	322
TOTAL	**13986 (63%)**	**8199 (37%)**	**22185**

Table 2. Distribution of Student Enrollments in Foreign Language Courses by Course Difficulty and by Race, February, 1989.

	Number and Percentage of Students		
Course Difficulty Level	Black	White	Total
Unclassified	3289 (61%)	2138 (39%)	5427
Comprehensive	35 (80%)	9 (20%)	44
Academic	44 (67%)	22 (33%)	66
Special College Preparatory/ Advanced Academic	472 (34%)	914 (66%)	1386
Advanced Placement	38 (31%)	86 (69%)	124
TOTAL	3878 **(55%)**	3169 **(45%)**	7047

Table 3. Distribution of Student Enrollments in Mathematics Courses by Course Difficulty and by Race, February, 1989.

Course Difficulty Level	Number and Percentage of Students				Total
	Black		White		
Unclassified	29	(35%)	53	(65%)	81
Comprehensive	4530	(72%)	1793	(28%)	6323
Academic	4064	(64%)	2326	(36%)	6390
Special College Preparatory/ Advanced Academic	743	(32%)	1556	(68%)	2299
Advanced Placement	32	(27%)	88	(73%)	120
TOTAL	**9398**	**(62%)**	**5816**	**(38%)**	**15214**

Table 4. Distribution of Student Enrollments in Science Courses by Course Difficulty and by Race, February, 1989.

Course Difficulty Level	Number and Percentage of Students				Total
	Black		White		
Comprehensive	4927	(74%)	1741	(26%)	68
Academic	3290	(56%)	2576	(44%)	5866
Special College Preparatory/ Advanced Academic	250	(30%)	575	(70%)	825
Advanced Placement	24	(20%)	97	(80%)	121
TOTAL	**8491**	**(63%)**	**4989**	**(37%)**	**13480**

Table 5. Distribution of Student Enrollments in Social Studies Courses by Course Difficulty and by Race, February, 1989.

Course Difficulty Level	Number and Percentage of Students				Total
	Black		White		
Unclassified	370	(68%)	175	(32%)	545
Comprehensive	4471	(73%)	1635	(27%)	6106
Academic	3691	(57%)	2837	(43%)	6528
Special College Preparatory/ Advanced Academic	392	(35%)	726	(65%)	1118
Advanced Placement	125	(29%)	308	(71%)	433
TOTAL	**9049**	**(61%)**	**5681**	**(39%)**	**14730**

An additional analysis of the data was conducted to determine possible reasons for the apparent overrepresentation of black students in comprehensive courses and their apparent underrepresentation in advanced academic classes. Since it was known that eligibility for certain courses depended upon academic performance, student course enrollments were crossed with student achievement levels as measured by the California Achievement Test administered in April, 1988. The achievement measure selected for use was the total battery stanine level which is a composite score based on overall performance in reading, language arts, and mathematics. The stanine score was selected as the measurement statistic. These scores range from a low of 1 to a high of 9 and are based on the ranking of students within the test norming population of students from across the country.

The major finding from this analysis was that course enrollments by race are much more similar when student achievement level is taken into consideration. That is, at a given achievement level the percentages of black and white students enrolled in a course of a specific level of difficulty are much closer in magnitude than the figures reported in Tables 1 through 5. For example, for all stanine five students enrolled in an English class, 69.5% of black students are enrolled in academic, advanced academic, or advanced placement classes while 67.2% of white students are enrolled in classes of these difficulty levels. Table 6 contains a summary of this analysis for stanine five students. The general pattern of course enrollments shown in Table 6 exists across the nine stanine achievement levels.

A secondary finding from this analysis was that the average achievement level of black students enrolled in courses at the academic or higher levels of difficulty is slightly lower than the average achievement level for white students in similar courses. For example, 52% of the black students in academic level English classes have a stanine achievement level of four or below while 29% of the white students in these classes scored in this achievement range. Table 7 contains a summary of this analysis for academic level classes. Results of a statistical test (the Kolmogorov-Smirnov test) confirmed this general finding across all five content areas in classes at the academic level or higher in difficulty.

Based upon the data generated and analyzed in this study, it was concluded by the researchers that the implementation by school system staff members of policies and procedures governing enrollment of students in key subject matter courses did not hinder black students from taking higher level academic courses and that black students were taking classes at higher difficulty levels than white students of comparable levels of achievement. Thus, the researchers found no evidence of widespread bias against black students in the critical matter of course enrollments.

Table 6. Summary of Course Enrollments of Secondary School Students at the Stanine Five Achievement Level by Race, February, 1989.

Content Area	Percentage of Students in Academic Courses*	
	Black	White
English	69.5% (N = 2,033)	67.2% (N = 1,224)
Foreign Language	15.7% (N = 800)	19.2% (N = 427)
Mathematics	79.2% (N = 1,393)	75.2% (N = 853)
Science	72.5% (N = 1,293)	70.6% (N = 778)
Social Studies	76.9% (N = 1,306)	74.1% (N = 814)

* Academic courses as used in this table includes academic, advanced academic, and advanced placement courses.

Table 7. Summary Comparison of Student Achievement Levels in Academic Courses in Secondary Schools, February, 1989.

Content Area	Percentage of Students With Stanine Achievement Levels of Four or Lower	
	Black	White
English	52% (N = 4,182)	29% (N = 2,684)
Foreign Language	41% (N = 44)	23% (N = 22)
Mathematics	54% (N = 3,505)	29% (N = 1,970)
Science	48% (N = 2,954)	25% (N = 2,199)
Social Studies	47% (N = 3,215)	24% (N = 2,411)

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

INTER-OFFICE MEMORANDUM

TO: Mr. Frank Fields, Director, Alternative/Settlement

FROM: Dr. Jack L. Lewis, Associate Director

DATE: September 7, 1989

RE: Analysis of Suspension and Expulsion Data for 1988-89

I am writing to share summary findings from a rather detailed analysis of suspension and expulsion data completed by Jerry Moore and myself. Our overriding purpose was to explore the extent to which equity by race existed in the official actions taken to discipline our students. It is my belief that we have examined the available data in ways never before attempted in our school system, and some of our findings are surprising. In general, our findings indicate that equity between races in formal disciplinary actions exists to a much greater degree than is apparent when looking solely at the total count of student suspensions and expulsions by race.

Attached are 23 separate data tables displaying results of our analyses. The original source of data was the file of suspensions and expulsions maintained by the Department of Administration, Curriculum and Instruction. We obtained data both from their computerized file and from printed reports prepared by the Department staff. Unfortunately, some minor discrepancies in total counts exist due to data entry errors that we could not resolve, but the data overall seem to correspond pretty well between the computerized and printed records. Presented below are brief explanations of the data in various tables. I trust that this information will be useful and enlightening.

Explanation of Tables

Table 1	Self-explanatory
Tables 2 and 3	These tables show the actual number of students by the specific number of times they were suspended. The total number of students suspended at least once was 5,814. This equals 11.3% of our October 1988 ADM. Of this total 4,254 (73%) were black, and this equals 13.6% of the total population of black students. For white students, the total number suspended (1,560) equals 7.7% of the total population of white students. Overall, the breakdown of the number of times suspended is very similar across the four groups (gender crossed with race), but white students received repeat suspensions at a slightly higher rate than did black students.

Tables 4 and 5	These tables show the number of total suspensions by type of offense. Fighting, disorderly conduct, and unruly conduct are the most common offenses for both black and white students.
Tables 6 and 7	Self-explanatory
Tables 8-13	These tables contain a summary of an analysis of the length (i.e., the number of days actually out of school) of both suspensions and expulsions for groups of students. In table 8, the data indicate that white males were suspended and expelled for longer periods of time than students in the other gender by race groups. While usually fairly small in actual magnitude, the differences were large enough to be statistically significant. Beginning with Table 9, this analysis is repeated for specific offenses as listed. The fact that no statistically significant difference exists in many of the comparisons is very positive in that it indicates that punishments for specific offenses were given in an equitable manner across the four groups of students.
Tables 14-19	These tables contain a summary of a slightly different analysis of the same data used in Tables 8-13. These additional tables allow a comparison to be made in the length of suspension or expulsion between race and gender groups. For these comparisons, significant differences are much more frequent between male and female groups than they are between black and white students. Again, this finding demonstrates the high level of equity by race in the actual punishments given students for specific offenses.
Tables 20-22	These tables contain results of a comparison of 1988-89 suspension and expulsion data with results for the 1987-88 school year by system and by school. Suspensions were reduced by 686 and expulsions by 46 during the 1988-89 school year.
Table 23	This table contains a new statistic we call the Black-White Suspension Index. This statistic is computed by subtracting the ratio of the number of white students suspended at least once during the year and the total number of white students from the same ratio computed for black students. Results are shown by school and by system. Ideally, this index would be zero indicating identical proportions of students suspended by race. A positive value indicates that black students were suspended at a higher rate while a negative value indicates that white students were suspended in greater proportions.

Overall, the value of 0.06 (or 6%) for the system indicates that suspensions were nearly but not perfectly equitable. The value of 0.03 for both elementary and middle schools indicates that suspensions at these levels were very equitable overall, but the values do vary considerably between schools. The overall value at the senior high level is somewhat higher at 0.10, but five of these schools have values reasonably close to zero.

CONCLUSIONS AND RECOMMENDATIONS

a. Approximately one student out of every nine students in our school system was suspended at least once during the 1988-89 school year.

b. Fighting, disorderly conduct and unruly conduct were the most common offenses leading to suspensions for both black and white students.

c. White males were generally suspended for slightly longer periods of time as compared with black males for similar offenses.

d. For similar offenses, male students were suspended for longer periods of time than were female students.

e. The number of student suspensions and expulsions were reduced during the 1988-89 school year as compared to the previous year.

f. Expressed as a percentage of the total population of students by race, the percentage of students who were suspended at least once during the 1988-89 school year was 6% higher for black students as compared to white students.

g. The proportion of students by race suspended at least once during the 1988-89 school year varied among schools. A review of discipline procedures should be conducted in schools which showed a discrepancy in proportions by race of more than six percentage points away from zero.

JLL/fei

Table 1. Total Number of Suspensions and Expulsions, 1988-89.*

Suspensions		
Elementary	(K-6)	2784
Secondary	(7-12)	6927
Total		9711
Expulsions		
Elementary	(K-6)	34
Secondary	(7-12)	267
Total		301

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* The data reported in this and the following tables were taken from computer files maintained by the Department of Administration, Curriculum and Instruction and numbers vary slightly from their own reports on suspensions and expulsions. It should also be noted, as in the policy in the Department of Administration, Curriculum and Instruction, expulsions are also counted as suspensions in Tables 1-5. In the remaining tables where length of disciplinary action is investigated, expulsions are not counted as suspensions. In these same tables numbers are further reduced due to the elimination of cases with incorrect beginning and/or ending date of disciplinary action.

Table 2. Unduplicated Count of Suspensions. Number of Students in Grades K-6 Suspended by Number of Times Suspended and by Race and Gender, 1988-89.

Number of Times Suspended	Number of Students by Race and Gender				Total Number and Percentage of Students	
	Black		White			
	Female	Male	Female	Male		
1	291	581	53	251	1176	(66.9%)
2	60	204	16	58	338	(19.2)
3	16	87	1	28	132	(7.5)
4	10	34	1	15	60	(3.4)
5	0	26	0	6	32	(1.8)
6	3	12	0	0	15	(1.2)
7	0	1	0	1	2	
8	0	4	0	0	4	
TOTAL	380 (21.6%)	949 (54.0%)	71 (4.0%)	359 (20.4%)	1759 (100%)	(100%)

Table 3. Unduplicated Count of Suspensions. Number of Students in Grades 7-12 Suspended by Number of Times Suspended and by Race and Gender, 1988-89.

Number of Times Suspended	Number of Students by Race and Gender				Total Number and Percentage of Students	
	Black		White			
	Female	Male	Female	Male		
1	715	1119	221	460	2515	(62.0%)
2	198	422	75	158	853	(21.1)
3	84	163	26	72	345	(8.5)
4	29	90	15	42	176	(4.4)
5	21	36	10	19	86	(2.1)
6	7	23	6	10	46	(1.1)
7	6	7	1	5	19	(0.8)
8	2	2	1	4	9	
9	0	1	1	3	5	
10	0	0	0	0	0	
11	0	0	0	1	1	
TOTAL	1062 (26.2%)	1863 (45.9%)	356 (8.9%)	774 (19.1%)	4055 (100%)	(100%)

Table 4. Number of Suspensions by Specific Offense and by Race and Gender for Students in Grades K-6, 1988-89.

	Number of Students by Race and Gender				Total Number and Percentage of Suspensions	
	Black		White			
Offense	Female	Male	Female	Male		
Alcohol	0	0	0	1	1	*
Assault	0	8	0	3	11	*
Breaking and Entering	0	4	0	0	4	*
Dangerous Weapons	8	14	3	5	30	(1.1%)
Disorderly Conduct	100	492	20	183	795	(28.6)
Drugs	0	1	0	2	3	*
Explosives	0	3	0	1	4	*
False Fire Alarm	0	3	0	4	7	*
Fighting	251	603	28	149	1031	(37.0)
Forgery	2	0	0	0	2	*
Fraud	0	1	0	0	1	*
Obscenity	3	4	0	1	8	*
Profanity	16	44	6	15	81	(2.9)
Sexual Offense	2	14	0	7	23	*
Smoking	0	0	4	0	4	*
Starting Fire	1	0	1	0	2	*
Student Assault	7	25	0	12	44	(1.6)
Teacher Assault	3	11	0	3	17	*
Theft	28	36	1	9	74	(2.7)
Trespassing	0	3	0	0	3	*
Unruly Conduct	90	345	29	144	608	(21.8)
Vandalism	4	13	0	8	25	*
Unknown	2	3	0	1	6	*
TOTAL	**517 (18.6%)**	**1627 (58.4%)**	**92 (3.3%)**	**548 (19.7%)**	**2784 (100%)**	**(100%)**

* Less than 1%.

Table 5. Number of Suspensions by Specific Offense and by Race and Gender for Students in Grades 7-12, 1988-89.

	Number of Students by Race and Gender				Total Number and Percentage of Suspensions	
	Black		White			
Offense	Female	Male	Female	Male		
Alcohol	10	14	9	9	42	*
Assault	7	28	4	11	50	*
Breaking and Entering	0	2	0	1	3	*
Dangerous Weapons	18	32	4	15	69	(1.0%)
Disorderly Conduct	358	724	100	280	1462	(21.1)
Drugs	6	12	3	15	36	*
Explosives	0	5	1	5	11	*
False Fire Alarm	2	6	1	1	10	*
False Identification	0	0	0	1	1	*
Fighting	377	465	95	218	1155	(16.7)
Firearms	0	0	0	2	2	*
Forgery	14	13	7	3	37	*
Fraud	4	2	2	1	9	*
Gambling	0	12	0	2	14	*
Improper Driving	1	2	0	0	3	*
Marijuana	3	22	3	10	38	*
Obscenity	1	5	0	2	8	*
Possession Cigarettes	0	0	0	1	1	*
Profanity	122	225	46	96	489	(7.1)
Sexual Offense	1	18	1	2	22	*
Smoking	3	14	59	102	178	(2.6)
Starting Fire	0	2	0	1	3	*
Student Assault	24	89	7	17	137	(2.0)
Teacher Assault	5	12	1	2	20	*
Theft	33	68	3	16	120	(1.7)
Trespassing	17	40	0	7	64	*
Truancy	0	0	0	1	1	*
Unruly Conduct	669	1379	266	588	2902	(41.9)
Vandalism	8	7	6	6	27	*
Unknown	1	6	1	5	13	*
TOTAL	1684 (24.3%)	3204 (46.3%)	619 (8.9%)	1420 (20.5%)	6927 (100%)	(100%)

* Less than 1%.

Table 6. Total Number of Expulsions for Students in Grades K-6 by Race and Gender, 1988-89.

Number of Expulsions by Race and Gender				
Black		White		Total Number of Students
Female	Male	Female	Male	
4 (11.8%)	21 (61.8%)	0 (0.0%)	9 (26.4%)	34

Table 7. Total Number of Expulsions for Students in Grades 7-12 by Race and Gender, 1988-89.

Number of Expulsions by Race and Gender				
Black		White		Total Number of Students
Female	Male	Female	Male	
45 (16.9%)	137 (51.3%)	25 (9.4%)	60 (22.4%)	267

Table 8. Analysis of Suspensions and Expulsions by Race and Gender, 1988-89.

Disciplinary Action Taken	Mean Number of Days Out of School				Statistically Different Groups	Significance Level
	Black		White			
	Female	Male	Female	Male		
Suspension						
Elementary	3.95 (N=505)	4.02 (N=1579)	3.48 (N=89)	4.63 (N=529)	WM>BM WM>BF WM>WF	p<.05*
Secondary	4.77 (N=1617)	4.98 (N=3027)	4.76 (N=587)	5.29 (N=1331)	WM>BM WM>BF WM>WF BM>BF	p<.05*
Expulsion						
Elementary	21.25 (N=4)	25.71 (N=21)	0.0 (N=0)	31.89 (N=9)	**	
Secondary	31.09 (N=44)	42.84 (N=131)	29.68 (N=25)	42.93 (N=56)	WM>WF WM>BF BM>BF BM>WF	p<.05*

* p<.05 - Differences in mean number of days out of school statistically different.

**Statistical procedure not applied due to small number of cases.

Table 9. Analysis of Suspensions Due to Disorderly Conduct by Race and Gender, 1988-89.

Disciplinary Action Taken	Mean Number of Days Out of School				Statistically Different Groups	Significance Level
	Black		White			
	Female	Male	Female	Male		
Suspension						
Elementary	4.22 (N=98)	4.37 (N=477)	3.95 (N=20)	4.79 (N=177)	None	Not Significant
Secondary	5.08 (N=348)	5.44 (N=696)	5.07 (N=97)	5.64 (N=271)	WM>BF	$p<.05$

* $p<.05$ - Differences in mean number of days suspended statistically different.

Table 10. Analysis of Suspensions Due to Fighting by Race and Gender, 1988-89.

Disciplinary Action Taken	Mean Number of Days Out of School				Statistically Different Groups	Significance Level
	Black		White			
	Female	Male	Female	Male		
Suspension						
Elementary	3.79 (N=245)	3.39 (N=590)	3.57 (N=28)	3.80 (N=145)	BF>BM WM>BM	p<.05*
Secondary	5.66 (N=368)	5.69 (N=458)	5.98 (N=94)	5.92 (N=213)	None	Not Significant

* p<.05 - Differences in mean number of days suspended statistically different.

Table 11. Analysis of Suspensions Due to Profanity by Race and Gender, 1988-89

Disciplinary Action Taken	Mean Number of Days Out of School: Black Female	Black Male	White Female	White Male	Statistically Different Groups	Significance Level
Suspension						
Elementary	2.93 (N=16)	5.05 (N=42)	3.00 (N=6)	5.47 (N=15)	None	Not Significant
Secondary	4.30 (N=117)	4.43 (N=222)	4.31 (N=45)	4.68 (N=96)	None	Not Significant

Table 12. Analysis of Suspensions Due to Theft by Race and Gender, 1988-89.

Disciplinary Action Taken	Mean Number of Days Out of School				Statistically Different Groups	Significance Level
	Black		White			
	Female	Male	Female	Male		
Suspension						
Elementary	4.15 (N=27)	4.06 (N=36)	3.00 (N=1)	4.67 (N=9)	None	Not Significant
Secondary	5.94 (N=33)	6.14 (N=58)	7.00 (N=3)	7.07 (N=15)	None	Not Significant

Table 13. Analysis of Suspensions Due to Unruly Conduct by Race and Gender, 1988-89.

Disciplinary Action Taken	Mean Number of Days Out of School				Statistically Different Groups	Significance Level
	Black		White			
	Female	Male	Female	Male		
Suspension						
Elementary	4.38 (N=90)	4.12 (N=342)	3.03 (N=26)	4.83 (N=140)	WM>BM WM>WF BF>WF	p<.05*
Secondary	3.99 (N=658)	4.28 (N=1351)	4.30 (N=260)	4.98 (N=562)	WM>BM WM>BF WM>WF BM>BF	p<.05*

* p<.05 - Differences in mean number of days suspended statistically different.

Table 14. Comparison of School Disciplinary Actions by Race and by Gender, 1988-89.

Disciplinary Action Taken	Mean Number of Days Out of School		Difference	Significance Level
Suspension				
Elementary	Black 4.00 (N=2084)	White 4.47 (N=618)	.47	p<.001*
	Male 4.18 (N=2108)	Female 3.88 (N=594)	.30	p<.05*
Secondary	Black 4.91 (N=4644)	White 5.13 (N=1918)	.22	p<.01*
	Male 5.07 (N=4358)	Female 4.77 (N=2204)	.30	p<.001*
Expulsion				
Elementary	Black 25.00 (N=25)	White 31.89 (N=9)	6.89	**
	Male 27.57 (N=30)	Female 21.25 (N=4)	6.32	**
Secondary	Black 39.14 (N=175)	White 39.55 (N=84)	0.41	Not Significant
	Male 42.43 (N=190)	Female 30.58 (N=69)	11.85	p<.01*

* p<.05, p<.01 and p<.001 - Differences in mean number of days out of school statistically different.

**Statistical procedure not applied due to small number of cases.

Table 15. Comparison of Suspensions Due to Disorderly Conduct by Race and Gender, 1988-89.

Level	Mean Number of Days Out of School		Difference	Significance Level
Elementary				
	Black 4.35 (N=575)	White 4.71 (N=197)	.36	Not Significant
	Male 4.49 (N=654)	Female 4.18 (N=118	.31	Not Significant
Secondary				
	Black 5.32 (N=1044)	White 5.49 (N=368)	.17	Not Significant
	Male 5.49 (N=967)	Female 5.08 (N=445)	.41	p<.05*

* p<.05 - Differences in mean number of days suspended statistically different.

Table 16. Comparison of Suspensions Due to Fighting by Race and Gender, 1988-89.

Level	Mean Number of Days Out of School		Difference	Significance Level
Elementary				
	Black 3.47 (N=835)	White 3.77 (N=273)	.30	Not Significant
	Male 3.47 (N=735)	Female 3.77 (N=273)	.30	p<.05*
Secondary				
	Black 5.68 (N=826)	White 5.94 (N=307)	.26	Not Significant
	Male 5.77 (N=671)	Female 5.73 (N=462)	.04	Not Significant

* p<.05 - Differences in mean number of days suspended statistically different.

Table 17. Comparison of Suspensions Due to Profanity by Race and Gender, 1988-89.

Level	Mean Number of Days Out of School		Difference	Significance Level
Elementary				
	Black 4.47 (N=58)	White 4.76 (N=21)	.29	Not Significant
	Male 5.16 (N=57)	Female 2.95 (N=22)	2.21	p<.05*
Secondary				
	Black 4.39 (N=339)	White 4.56 (N=141)	.17	Not Significant
	Male 4.51 (N=318)	Female 4.30 (N=162)	.21	Not Significant

* p<.05 - Difference in mean number of days suspended statistically different.

Table 18. Comparison of Suspensions Due to Theft by Race and Gender, 1988-89.

Level	Mean Number of Days Out of School		Difference	Significance Level
Elementary				
	Black 4.10 (N=63)	White 4.50 (N=10)	.40	Not Significant
	Male 4.18 (N=45)	Female 4.11 (N=28)	.07	Not Significant
Secondary				
	Black 6.07 (N=91)	White 7.06 (N=18)	1.01	Not Significant
	Male 6.33 (N=73)	Female 6.03 (N=36)	.30	Not Significant

Table 19. Comparison of Suspensions Due to Unruly Conduct by Race and Gender, 1988-89.

Level	Mean Number of Days Out of School		Difference	Significance Level
Elementary				
	Black 4.18 (N=432)	White 4.55 (N=166)	.37	Not Significant
	Male 4.33 (N=482)	Female 4.08 (N=116)	.25	Not Significant
Secondary				
	Black 4.18 (N=2009)	White 4.76 (N=822)	.58	p<.001*
	Male 4.48 (N=1913)	Female 4.08 (N=918)	.40	p<.001*

* p<.001 - Differences in mean number of days suspended statistically different.

Table 20. Number of Students Suspended, 1987-88 and 1988-89.

	Black Male	White Male	Black Female	White Female	Total
ELEMENTARY					
Total 1988-89	1604	540	483	82	2709
Total 1987-88	1471	487	511	75	2544
Change From 1987-88	+133	+53	-28	+7	+165
JUNIOR/MIDDLE					
Total 1988-89	1341	769	782	331	3223
Total 1987-88	1091	934	664	386	3075
Change From 1987-88	+250	-165	+118	-55	+148
SENIOR HIGH					
Total 1988-89	1876	687	893	270	3726
Total 1987-88	2445	820	1124	336	4725
Change From 1987-88	-569	-133	-231	-66	-999
OVERALL TOTALS					
1988-89	4821	1996	2158	683	9,658
1987-88	5007	2241	2299	797	10,344
CHANGE FROM 1987-88	-186	-245	-141	-114	-686

Table 21. Number of Students Expelled, 1987-88 and 1988-89.

	Black Male	White Male	Black Female	White Female	Total
ELEMENTARY					
Total 1988-89	18	9	2	0	29
Total 1987-88	1	4	2	0	7
Change From 1987-88	+17	+5	0	0	+22
JUNIOR/MIDDLE					
Total 1988-89	29	17	25	9	80
Total 1987-88	63	22	18	17	120
Change From 1987-88	-34	-5	+7	-8	-40
SENIOR HIGH					
Total 1988-89	118	33	23	17	191
Total 1987-88	152	39	18	10	219
Change From 1987-88	-34	-6	+5	+7	-28
OVERALL TOTALS					
1988-89	**165**	**59**	**50**	**26**	**300**
1987-88	**216**	**65**	**38**	**27**	**346**
CHANGE FROM 1987-88	**-51**	**-6**	**+12**	**-1**	**-46**

Table 22. Comparison of Student Suspensions and Expulsions by School, 1987-88 vs. 1988-89.

	SUSPENSIONS			EXPULSIONS		
School Name	1988-89	1987-88	Total Difference 88-89 - 87-88	1988-89	1987-88	Total Difference 88-89 - 87-88
AIKEN	367	489	-122	30	31	-1
C.A.P.E.	582	520	62	20	12	8
CLARK ACADEMY	5	NA	NA	1	NA	NA
HUGHES	472	709	-237	40	57	-17
S.C.P.A.	46	121	-75	1	3	-2
R.A. TAFT	287	215	-72	6	10	-4
WALNUT HILLS	79	273	-194	10	16	-6
WESTERN HILLS	848	752	91	40	31	9
WITHROW	686	1171	-485	31	26	5
WOODWARD	354	475	-121	12	34	-22
TOTAL SENIOR HIGH	3726	4725	-1004	-191	219	-30
BLOOM	170	124	46	3	4	-1
CREST HILLS	90	105	-15	7	13	-6
DATER	531	316	315	14	11	3
EASTERN HILLS	81	99	-18	2	3	-1
GAMBLE	291	326	-35	4	11	-7
HEINOLD	76	96	-20	0	4	-4
MERRY	395	216	179	9	13	-4
PEOPLES	411	414	-3	11	19	-8
PORTER	200	111	89	7	1	6
ROBERTS	133	657	-524	4	13	-9
ROSELAWN	33	39	-6	2	1	1
SAWYER/CBA	16	30	-14	2	5	-3
SCHWAB	588	410	178	13	22	-9
SHRODER PAIDEIA	208	132	76	2	0	2
TOTAL JR/MIDDLE	**3223**	**3075**	**148**	**80**	**120**	**-40**

Table 22. Comparison of Student Suspensions and Expulsions by School, 1987-88 vs. 1988-89. (cont'd.)

	SUSPENSIONS			EXPULSIONS		
School Name	1988-89	1987-88	Total Difference 88-89 - 87-88	1988-89	1987-88	Total Difference 88-89 - 87-88
AWL/CBA	0	9	-9	0	1	-1
ANDERSON PLACE	65	40	25	0	0	0
BOND HILL	12	28	-16	0	0	0
BRAMBLE	59	31	28	0	0	0
BURTON	23	46	-23	0	0	0
C.A.P.E. (K-5)	64	94	-30	0	0	0
CARSON	31	19	12	1	0	1
CARTHAGE	7	13	-6	0	0	0
CENTRAL FAIRMOUNT	106	12	94	3	0	3
CHASE	203	193	10	13	2	11
CHEVIOT	5	11	-6	0	0	0
CLIFTON	51	79	-28	0	0	0
COLLEGE HILL	2	0	2	0	0	0
COVEDALE	58	73	-15	0	0	0
DOUGLASS	0	44	-44	0	0	0
EASTERN HILLS	76	80	-4	0	0	0
FAIRVIEW	36	37	-1	0	0	0
HARTWELL	12	29	-17	0	0	0
HAYS	73	48	25	0	0	0
HEBERLE	22	249	-227	0	2	-2
HEINOLD (K-6)	119	93	26	0	0	0
HOFFMAN	11	8	3	0	0	0
HYDE PARK	1	3	-2	0	0	0
KILGOUR	28	18	10	0	0	0
KIRBY ROAD	0	54	-54	0	0	0
LINWOOD	23	65	-42	0	0	0
LOSANTIVILLE	9	9	0	0	0	0
MCKINLEY	2	12	-10	0	0	0
MIDWAY	40	25	15	0	0	0
MILLVALE	48	9	39	0	0	0
MT. AIRY	9	24	-15	0	0	0
MT. WASHINGTON	21	24	-3	0	0	0

Table 22. Comparison of Student Suspensions and Expulsions by School, 1987-88 vs. 1988-89. (cont'd.)

	SUSPENSIONS			EXPULSIONS		
School Name	1988-89	1987-88	Total Difference 88-89 - 87-88	1988-89	1987-88	Total Difference 88-89 - 87-88
NORTH AVONDALE	7	12	-5	0	0	0
NORTH FAIRMOUNT	233	109	24	0	0	0
OYLER	161	61	100	2	0	2
PARHAM	8	15	-7	0	0	0
PLEASANT HILL	110	100	10	4	1	3
PLEASANT RIDGE	112	63	49	2	0	2
P.S.A.E. (SCHIEL)	0	0	0	0	0	0
QUEBEC HEIGHTS	9	10	-1	0	0	0
ROBERTS PAIDEIA	279	NA	NA	0	NA	NA
ROCKDALE	52	85	-33	0	0	0
ROLL HILL	24	27	-3	0	0	0
ROOSEVELT	29	17	12	0	0	0
ROSELAWN/CONDON	31	20	11	0	0	0
ROTHENBERG	50	36	14	0	0	0
SANDS MONTESSORI	8	8	0	1	0	1
SAYLER PARK	12	29	-17	0	0	0
S.C.P.A. (4-6)	20	45	-25	1	0	1
SILVERTON	13	14	-1	0	0	0
SOUTH AVONDALE	0	0	0	0	0	0
SWIFTON	4	3	1	0	0	0
TAFT ELEM.	0	7	-7	0	0	0
VINE	14	72	-58	0	0	0
WASHBURN	6	13	-7	0	0	0
WASHINGTON PARK	187	87	100	1	0	1
WESTWOOD	26	40	-14	0	0	0
WHITTIER	24	18	6	0	0	0
WINDSOR	2	2	0	1	0	1
WINTON PLACE	70	63	7	0	0	0
WOODFORD	2	9	-7	0	0	0
TOTAL ELEMENTARY	**2709**	**2544**	**165**	**29**	**7**	**22**

Table 23. Suspension Rates by Race and Gender and Black-White Suspension Index by School, 1988-1989.

Schools	Black		White		Black-White Suspension Index*
	Female	Male	Female	Male	
Elementary					
Anderson Place	.04	.11	.01	.11	.02
Bond Hill	.01	.04	.12	.00	-.03
Bramble	.06	.18	.08	.04	.07
Burton	.01	.05	.00	.00	.03
CAPE	.04	.11	.01	.07	.03
Carson	.03	.12	.03	.07	.03
Carthage	.01	.05	.00	.00	.03
CBA	.02	.03	.01	.02	.01
Central Fairmount	.05	.26	.00	.10	.12
Chase	.11	.26	.02	.21	.08
Cheviot	.01	.02	.00	.02	.01
Clifton	.05	.16	.00	.07	.06
College Hill	.01	.00	.00	.00	.01
Covedale	.13	.17	.00	.06	.11
Douglass	.00	.00	.00	.00	.00
Eastern Hills	.13	.19	.06	.15	.05
Fairview	.05	.07	.01	.03	.04
Hartwell	.01	.05	.00	.02	.02
Hays	.07	.17	.00	.04	.10
Heberle	.03	.03	.02	.04	.00
Heinold	.20	.25	.15	.19	.05
Hoffman	.03	.02	**	**	***
Hyde Park	.00	.01	.00	.00	.00
Kilgour	.09	.11	.01	.04	.08
Kirby Road	.00	.00	.00	.00	.00
Linwood	.07	.12	.00	.04	.08
Losantiville	.01	.02	.00	.09	-.04
McKinley	.00	.00	.02	.00	-.01
Midway	.04	.18	.00	.06	.08
Millvale	.05	.18	.00	.16	.00
Mt. Airy	.01	.03	.00	.01	.01
Mt. Washington	.00	.06	.01	.06	-.01

Table 23. Suspension Rates by Race and Gender and Black-White Suspension Index by School, 1988-1989. (cont´d.)

Schools	Black		White		Black-White Suspension Index*
	Female	Male	Female	Male	
Elementary (cont´d.)					
North Fairmount	.13	.45	.00	.31	.14
North Avondale	.01	.03	.00	.02	.01
Oyler	.02	.25	.04	.19	.03
Parham	.03	.01	.00	.00	.02
Pleasant Hill	.04	.22	.01	.15	.05
Pleasant Ridge	.06	.19	.01	.07	.08
Quebec Heights	.02	.02	.01	.01	.01
Roberts	.22	.44	.14	.25	.15
Rockdale	.03	.08	.25	.07	-.08
Roll Hill	.05	.05	.00	.03	.03
Roosevelt	.15	.10	.00	.03	.03
Roselawn	.09	.10	.00	.04	.07
Rothenberg	.05	.11	.00	.13	.01
Sands	.01	.04	.00	.00	.02
Sayler Park	.00	.11	.00	.04	.04
Schiel	.00	.00	.00	.00	.00
Silverton	.01	.05	.00	.00	.03
South Avondale	.00	.00	**	.00	.00
Swifton	.01	.02	.00	.00	.01
Taft	.00	.00	.00	.00	.00
Vine	.02	.04	.06	.05	-.02
Washburn	.01	.01	.00	.20	-.16
Washington Park	.18	.28	.14	.19	.06
Westwood	.05	.06	.01	.03	.03
Whittier	.00	.09	.01	.04	.02
Windsor	.00	.01	.00	.00	.01
Winton Place	.02	.18	.00	.12	.04
Woodford	.00	.02	.00	.00	.01
Total Elementary	**.05**	**.11**	**.02**	**.06**	**.03**

Table 23. Suspension Rates by Race and Gender and Black-White Suspension Index by School, 1988-1989. (cont'd.)

Schools	Black		White		Black-White
	Female	Male	Female	Male	Suspension Index*
Junior/Middle					
Bloom	.31	.38	.21	.32	.09
Crest Hills	.13	.22	.06	.19	.07
Dater	.34	.52	.14	.39	.15
Gamble	.32	.35	.07	.23	.17
Merry	.25	.52	.06	.32	.19
Peoples	.24	.33	.26	.56	-.12
Porter	.18	.26	.19	.52	-.16
Schwab	.33	.51	.23	.41	.10
Shroder	.18	.38	.13	.25	.09
Total Junior/Middle	**.26**	**.35**	**.16**	**.39**	**.03**
Senior High					
Aiken	.15	.26	.14	.30	-.02
CAPE	.33	.45	.18	.34	.13
Clark Academy	.04	.08	.09	.09	-.03
Hughes	.24	.36	.02	.12	.23
SCPA	.06	.11	.01	.03	.06
Taft	.15	.32	.22	.22	.01
Walnut Hills	.03	.05	.02	.04	.01
Western Hills	.15	.43	.11	.26	.10
Withrow	.17	.35	.10	.21	.10
Woodward	.16	.21	.19	.12	.04
Total Senior High	**.16**	**.30**	**.08**	**.17**	**.10**
All Schools	**.10**	**.18**	**.05**	**.12**	**.06**

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* An unduplicated count of students suspended was used to compute this index (i.e., a student who was suspended five times was counted only once).

** No students in this group enrolled at school.

*** Index not computable.

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1988-1989

SCHOOL	SEX AND RACE							AGE									GRADE						
SENIOR	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	10	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
AIKEN (9-12)	170	72	-0-	95	30	-0-	367				1	22	84	123	83	54				197	80	54	36
CAPE (7-12)	260	129	1	145	46	1	582		16	38	63	142	122	101	60	40	45	73	126	159	84	58	37
CLARK ACAD. (9-12)	3	1	-0-	1	-0-	-0-	5							2	2	1				4	1		
HUGHES (9-12)	297	20	1	153	1	-0-	472				1	28	119	151	106	67				245	104	90	33
SCPA (7-12)	17	8	1	17	3	-0-	46			6	10	10	10	5	4	1		20	6	6	7	6	1
TAFT (9-12)	159	19	2	86	21	-0-	287					27	57	89	79	35				142	70	42	33
WALNUT HILLS (7-12)	20	25	3	13	18	-0-	79			8	10	10	13	16	15	7		17	5	16	11	11	19
WESTERN HILLS (9-12)	340	298	-0-	100	110	-0-	848				1	37	221	250	235	104				357	248	149	94
WITHROW (9-12)	415	54	3	189	25	-0-	686				1	47	184	204	167	83				261	195	109	121
WOODWARD (7-12)	195	50	-0-	94	15	-0-	354			5	9	29	76	90	98	47		12	47	110	80	60	45
TOTAL	1876	676	11	893	269	1	3726		16	57	96	352	886	1031	849	439	45	122	184	1497	880	579	419
JR.-MIDDLE																							
BLOOM (7-8)	74	14	-0-	70	12	-0-	170			25	58	69	17	1				84	86				
C.B.4.(6-8)	6	3	-0-	5	2	-0-	16	1	2	6	7						5	10	1				
CREST HILLS(7-8)	64	3	-0-	22	1	-0-	90		1	10	24	37	15	3				39	51				
DATER (7-9)	125	237	-0-	105	64	-0-	531			41	149	176	123	39	3			219	221	91			
E.HILLS (7-8)	32	17	-0-	20	12	-0-	81			8	42	24	5	2				32	49				
GAMBLE (7-8)	117	59	-0-	101	14	-0-	291		2	40	117	77	47	8			1	150	140				
HEINOLD(7-8)	25	10	-0-	16	25	-0-	76			7	20	36	13					34	42				
MERRY (7-8)	284	12	-0-	97	2	-0-	395			30	133	141	82	7	2			167	228				
PEOPLES(7-8)	194	72	-0-	104	41	-0-	411			24	110	142	107	28				159	252				
PORTER (7-8)	40	108	-0-	24	28	-0-	200			16	70	83	31					121	79				
ROBERTS(7-8)	27	48	-0-	16	42	-0-	133		2	19	54	48	7	3				85	48				
ROSELAWN (7-8)	11	4	-0-	18	-0-	-0-	33			3	18	9	3					9	24				
SCHWAB (7-8)	273	113	-0-	143	59	-0-	588		1	60	196	232	82	14	3			246	342				
SHRODER-PAIDEIA(7-9)	69	69	-0-	41	29	-0-	208			23	70	74	34	7				88	110	10			
TOTAL	1341	769	-0-	782	331	-0-	3223	1	8	312	1068	1148	566	112	8		6	1443	1673	101			
GUILFORD	2	1	-0-	-0-	-0-	-0-	3			1	2							2	1				
GRAND TOTAL	3219	1446	11	1675	600	1	6952	1	24	370	1166	1500	1452	1143	857	439	51	1567	1858	1598	880	579	419

PREPARED BY: Cincinnati Public Schools
Department of Curriculum & Instruction
Support Services Areas I, II, & III
369-4760

SUMMARY OF SUSPENSIONS **YEARLY TOTALS 1988-1989**

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	7	79		46	2	2			26	9	8	3	2	156		17					1		2	6		1	
CAPE (7-12)	6	35		94	8	3			86	27	9	1		271	2	10				2			1	21		6	
CLARK ACAD. (9-12)				1										2						1				1			
HUGHES (9-12)	3	166		31	1		5	1	4	1	4		1	224		14	1						2	11		2	1
SCPA (7-12)	1	4		3	3					1	7	2		19	2	1							1	2			
TAFT (9-12)	2	35		17	1		3		22	9	3	9		179	1	3								3			
WALNUT HILLS (7-12)	1	9	1	10	1	1				4	3			31	2	9					1			4		2	
WESTERN HILLS (9-12)	13	177		117	8			1	38	28	23	5		408		22	1	1						6			
WITHROW (9-12)	5	134		53	8		5		137	22	11	13	1	264	3	2		2		3			3	16		4	
WOODWARD (7-12)	2	19		84	3	1		1	34	3	10	6	6	167		4							5	6	3		
TOTAL	40	658	1	456	35	7	13	3	347	104	78	39	10	1721	10	82	2	3		6	2		14	76	3	15	1
JR.-MIDDLE																											
BLOOM (7-8)		23		46					11		1	3		75									2	8		1	
C.B.A. (6-8)	2	5		6					1															2			
CREST HILLS (7-8)		10		13		1			13		3	2	3	27		3							3	10	1	1	
DATER (7-9)	5	188		123	1	1			38	22	6	4	1	110	4	2							1	23		1	1
E. HILLS (7-8)	1	22		26					1	3	4			20									1	3			
GAMBLE (7-8)	4	37		73						5	2			167										3			
HEINOLD (7-8)		5		20					3	7	5			36													
MERRY (7-8)	5	97		72					7	8	2	1		183		4				2				13	1		
PEOPLES (7-8)	2	191		56		1			16	5	2	5	2	111	5	3							1	11			
PORTER (7-8)	1	4		67					11	8				99			1						2	6			1
ROBERTS (7-8)	1	33		39					5	17	1			29	4			4									
ROSELAWN (7-8)	1	12		5					2		4			3			2	3								1	
SCHWAB (7-8)	6	88		120	1			1	25	7	10	3		295	2	5					1	1	5	9	9		
SHRODER-PAIDEIA (7-9)	2	90		49					12	7		4		33	2	1		1						3		4	
TOTAL	30	805		715	2	3		1	145	89	40	22	6	1188	17	18	3	8		2	1	1	15	91	11	8	2
GUILFORD	1															1								1			
GRAND TOTAL	71	1463	1	1171	37	10	13	4	492	193	118	61	16	2909	27	101	5	11		8	3	1	29	168	14	23	3

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1988-1989

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ANDERSON PLACE	35	20	-0-	9	1	-0-	65		3	1	8	10	17	10	12	4		4	5	12	17	12	15
ACAD. WLD. LANGUAGES (K-5)	NONE																						
BOND HILL	8	-0-	-0-	2	2	-0-	12			1		3	1	4	2	1		1		3		6	2
BRAMBLE	44	2	-0-	9	3	1	59		1	3	2	16	7	15	10	5		3	7	7	11	11	20
BURTON	19	-0-	-0-	3	1	-0-	23				1	1	1	13	5	2		1			2	7	13
CAPE (K-5)	38	14	-0-	11	1	-0-	64				13	7	14	20	7	3			1	9	24	9	21
CARSON	12	12	1	1	5	-0-	31		1	3	2	10	7	4	2	2		4	1	10	7	4	5
CARTHAGE (K-5)	6	-0-	-0-	1	-0-	-0-	7			1	3	1	2						2	3	2		
CENTRAL FAIRMOUNT	76	20	1	9	-0-	-0-	106				3	20	28	28	20	7				14	28	33	31
CHASE(3-6)	116	52	-0-	32	3	-0-	203				1	30	52	72	38	10				11	76	62	54
CHEVIOT	2	2	-0-	1	-0-	-0-	5		1			1	1			2		1			1	1	2
CLIFTON	33	8	-0-	10	-0-	-0-	51		3	8	8	14	5	9	2	2		6	9	10	10	11	5
COLLEGE HILL	-0-	-0-	-0-	2	-0-	-0-	2									2							2
COVEDALE	25	18	-0-	14	1	-0-	58					3	20	17	16	2				1	8	22	27
DOUGLASS	NONE																						
EASTERN HILLS	33	19	-0-	21	3	-0-	76			2	3	10	16	22	18	5		3	3	6	19	31	14
FAIRVIEW (K-5)	20	4	-0-	11	1	-0-	36	3	8	14	2	2	5	1	1		3	18	6	1	3	4	1
HARTWELL	7	3	-0-	2	-0-	-0-	12		2		1	4	1		3	1		2	1	3	1	1	4
HAYS	56	1	-0-	16	-0-	-0-	73			2	3	7	21	28	8	4		1	3	12	14	24	19
HEBERLE	7	5	1	7	2	-0-	22		2	2	5	4	2	5	2		1	2	8		7	2	2
HEINOLD (K-6)	68	12	-0-	37	2	-0-	119			3	8	17	30	38	17	6		4		22	30	23	40
	605	192	3	198	25	1	1024	3	21	40	63	160	230	286	163	58	4	50	46	124	260	263	277

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1988-1989

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
HOFFMAN	6	-0-	-0-	5	-0-	-0-	11				3	1	3	3	1					3	5		3
HYDE PARK	1	-0-	-0-	-0-	-0-	-0-	1								1						1		
KILGOUR	13	4	-0-	9	2	-0-	28	2	3		1	1	7	7	4	3	3	3		3	4	11	4
KIRBY ROAD (K-2)	NONE																						
LINWOOD	12	5	-0-	6	-0-	-0-	23			5	4	2	7	5					9	1		7	2
LOSANTIVILLE	4	4	-0-	1	-0-	-0-	9					1	2	5	1					2		1	6
McKINLEY	-0-	-0-	-0-	-0-	2	-0-	2							2									2
MIDWAY	22	15	-0-	3	-0-	-0-	40	1			3	3	13	14	6		1			4	12	16	7
MILLVALE	37	4	-0-	7	-0-	-0-	48	2	10	15	11	9	1				5	14	18	11			
MT. AIRY	5	2	-0-	2	-0-	-0-	9					1	5	2	1					1	3	5	
MT. WASHINGTON	5	14	-0-	-0-	2	-0-	21	1		4		3	6	2	5		1		4	2	4	4	6
NORTH AVONDALE	3	3	-0-	1	-0-	-0-	7					1	3	3						1	3		3
NORTH FAIRMOUNT	180	29	-0-	24	-0-	-0-	233		16	14	25	48	60	34	24	12		32	23	44	58	45	31
OYLER	34	113	-0-	5	9	-0-	161	2	9	14	15	19	30	39	21	12	7	17	14	24	20	39	40
PARHAM	3	-0-	-0-	5	-0-	-0-	8					1		3	2	2				1		2	5
PLEASANT HILL	84	11	2	12	1	-0-	110	1	4	5	6	15	22	33	20	4	1	9	3	11	25	26	35
PLEASANT RIDGE	87	9	-0-	15	1	-0-	112		4	9	5	30	31	25	6	2	1	9	5	9	43	26	19
PRIM.ARTS @ SCHIEL ENRICH	NONE																						
QUEBEC HEIGHTS	4	1	-0-	2	2	-0-	9				2		3	1	1	2				2	1	2	4
ROBERTS	150	62	-0-	48	19	-0-	279	8	18	6	15	29	52	66	50	35	13	20	4	28	51	65	98
ROCKDALE	35	1	-0-	11	5	-0-	52				1	12	15	13	10	1				3	19	22	8
	685	277	2	156	43	-0-	1163	17	64	72	91	176	260	257	153	73	32	104	80	150	253	271	273

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1988-1989

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
ROLL HILL	11	6	-0-	7	-0-	-0-	24						2	12	8	2					1	10	13
ROOSEVELT	11	4	-0-	14	-0-	-0-	29					6	3	12	6	2				2	6	8	13
ROSELAWN/CONDON(K-6)	17	-0-	-0-	14	-0-	-0-	31					1	3	15	10	2					2	12	17
ROTHENBERG	32	4	-0-	14	-0-	-0-	50			2	3	11	5	9	18	2		3		5	11	10	21
SANDS MONTESSORI	6	-0-	-0-	2	-0-	-0-	8			1		2	2	3					1	2	2	2	1
SAYLER PARK	7	4	-0-	-0-	1	-0-	12		2		2	1	3	2	2			3		1	3	3	2
SCPA (4-6)	11	3	-0-	6	-0-	-0-	20					3	6	2	5	4					6	5	9
SILVERTON	10	-0-	-0-	3	-0-	-0-	13					1	1	7	4					1	2	2	8
SOUTH AVONDALE	NONE																						
SWIFTON PRIM (K-5)	3	-0-	-0-	1	-0-	-0-	4				1	2	1							2	2		
TAFT	NONE																						
VINE	10	1	-0-	2	1	-0-	14			1		3	1	6	2	1			1		4	6	3
WASHBURN	2	1	-0-	3	-0-	-0-	6						1	3		2					1	1	4
WASHINGTON PARK	118	8	-0-	56	4	1	187	1	1	8	21	25	53	46	25	7	1	6	10	38	43	54	35
WESTWOOD	5	14	-0 -	3	4	-0-	26				2	4	3	5	10	2			1	6		6	13
WHITTIER	4	18	-0-	-0-	2	-0-	24			1		2	7	8	5	1		1		3	3	11	6
WINDSOR	2	-0-	-0-	-0-	-0-	-0-	2							1	1							1	1
WINTON PL.PRIM (K-3)	63	3	-0-	4	-0-	-0-	70	5	5	13	22	22	3				10	7	21	32			
WOODFORD PRIM (K-3)	2	-0-	-0-	-0-	-0-	-0-	2					2							2				
TOTAL (this pg.)	314	66	-0-	129	12	1	522	6	8	26	51	85	94	131	96	25	11	20	36	92	86	131	146
" (Page 3)	605	192	3	198	25	1	1024	3	21	40	63	160	230	286	163	58	4	50	46	124	260	263	277
" (Page 4)	685	277	2	156	43	-0-	1163	17	64	72	91	176	260	257	153	73	32	104	80	150	253	271	273
GRAND TOTAL	1604	535	5	483	80	2	2709	26	93	138	205	421	584	674	412	156	47	174	162	366	599	665	696

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1988-1989

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
ANDERSON PLACE		6		37					1					21													
ACAD. WLD. LANG. @ SAWYER (K-5)	NONE																										
BOND HILL	1	1		3					3					3									1				
BRAMBLE	2	33		17					3					1										1			2
BURTON	2	10		6					2					1		1								1			
CAPE (K-5)		14		34					2			1		7	2											4	
CARSON	2	8		7					3					11													
CARTHAGE (K-5)		1		6																							
CENTRAL FAIRMOUNT	1	66		32					2				1	1	2									1			
CHASE (3-6)	3	28		85					3		6			50	17	2				3			2	4			
CHEVIOT	2	1									1													1			
CLIFTON		11		31							1			3		2							1	1		1	
COLLEGE HILL				2																							
COVEDALE	1	24		21						1	5			2						2						2	
DOUGLASS	NONE																										
EASTERN HILLS (K-6)	2	15		40	1						6			7	3									2			
FAIRVIEW	2	5		7						4		2		13									1	2			
HARTWELL		7		1						1				3													
PAGE TOTALS	18	230		329	1				19	6	19	3	1	123	24	5				5			5	13		7	2

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SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
HAYS		26		23					1			1		19	3												
HEBERLE	1	1		4										16													
HEINOLD (K-6)	2	29		46					4	1	7			26										4			
HOFFMAN				9										2													
HYDE PARK		1																									
KILGOUR		2		14					1		2			4									1	3		1	
KIRBY ROAD (K-2)	NONE																										
LINWOOD		5		7					3					7	1												
LOSANTIVILLE		1		4										4													
McKINLEY				2																							
MIDWAY		15		19					1		1			1										2		1	
MILLVALE (K-3)		11		15					1		1			15									1	1		3	
MT. AIRY				9																							
MT. WASHINGTON				9					1	1	1			9													
NORTH AVONDALE		4		1										2													
NORTH FAIRMOUNT		82		100					2	1	3			40										3	2		
OYLER	1	75		14					4	2	2		1	46	2				1				1	7		5	
PARHAM		2		4										2													
PAGE TOTALS	4	254		280					18	5	17	1	1	193	6				1				3	20	2	10	

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1988-1989

	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
PLEASANT HILL	5	56		40					1		2			4									1	1			
PLEASANT RIDGE		3		47					1		1			51	5								1	1		2	
PRIM. ARTS ENRICH. @ SCHIEL	NONE																										
QUEBEC HEIGHTS		4		3										1									1				
ROBERTS	2	70		112					10		7			71	3			2		1			1				
ROCKDALE		10		13					4					25													
ROLL HILL		1		18							3			1									1				
ROOSEVELT		2		11							6			10													
ROSELAWN	1	9		14					2		5																
ROTHENBERG	1	23		12					2			1		8	2											1	
SANDS		4		1					1			1											1				
SAYLER PARK		6		2					2					1												1	
SCPA				3	1						4			8										4			
SILVERTON		4		8							1																
SO. AVONDALE	NONE																										
SWIFTON														3										1			
TAFT	NONE																										
VINE				6					1					5				1						1			
PAGE TOTALS	9	192		290	1				24		29	2		188	10			3		1			6	8		4	

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
WASHBURN		3		1																			2				
WASHINGTON PARK	2	57		64					11					39			3						3	8			
WESTWOOD		11		9										6													
WHITTIER		12		3					1					6			1							1			
WINDSOR		1		1																							
WINTON PL.PRIM(K-3)		29		28					1					11												1	
WOODFORD PRIM (K-3)				2																							
Total - this page	2	113		108					13					62			4						5	9		1	
" Page 6	18	230		329	1				19	6	19	3	1	123	24	5				5			5	13		7	2
" Page 7	4	254		280					18	5	17	1	1	193	6			1					3	20	2	10	
" Page 8	9	192		290	1				24		29	2		188	10			3		1			6	8		4	
GRAND TOTAL	33	789		1007	2				74	11	65	6	2	566	40	5	4	4		6			19	50	2	22	2

SCHOOL	SEX AND RACE							AGE								GRADE						
SENIOR	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
AIKEN (9-12)	17	7	-0-	2	4	-0-	30					8	11	3	8				18	2	7	3
CAPE (7-12)	8	4	-0-	4	4	-0-	20	2		2	9	3	2	2		2	4	5	4	2	2	1
CLARK ACAD. (9-12)	1	-0-	-0-	-0-	-0-	-0-	1						1						1			
HUGHES (9-12)	30	3	-0-	6	1	-0-	40				2	10	10	11	7				15	13	10	2
SCPA (7-12)	1	-0-	-0-	-0-	-0-	-0-	1		1								1					
TAFT (9-12)	2	-0-	-0-	4	-0-	-0-	6					1	4	1					3	2	1	
WALNUT HILLS (7-12)	3	3	-0-	1	3	-0-	10		2	1		2	1	4			3		1	2		4
WESTERN HILLS (9-12)	20	13	-0-	2	5	-0-	40				2	7	12	9	10				18	11	8	3
WITHROW (9-12)	25	2	1	3	-0-	-0-	31					4	10	8	9				9	8	6	8
WOODWARD (7-12)	11	-0-	-0-	1	-0-	-0-	12				1		5	5	1				1	4	3	4
TOTAL	118	32	1	23	17	-0-	191	2	3	3	14	35	56	43	35	2	8	5	70	44	37	25
JR.-MIDDLE																						
BLOOM (7-8)	-0-	-0-	-0-	2	1	-0-	3		1		2						1	2				
C.B.A.(6-8)	2	-0-	-0-	-0-	-0-	-0-	2		2							2						
CREST HILLS (7-8)	4	-0-	-0-	3	-0-	-0-	7		1	1	1	2	2				2	5				
DATER (7-9)	8	2	-0-	1	3	-0-	14		2	2	2	4	2	1	1		5	1	8			
E.HILLS (7-8)	1	-0-	-0-	1	-0-	-0-	2			2						1	1					
GAMBLE (6-8)	3	-0-	-0-	1	-0-	-0-	4			1	2		1				1	3				
HEINOLD(7-8)	NONE																					
MERRY (7-8)	5	-0-	-0-	3	1	-0-	9		1	2	2	4					3	6				
PEOPLES(7-8)	4	4	-0-	3	-0-	-0-	11				3	6	1	1			2	8	1			
PORTER (7-8)	-0-	6	-0-	1	-0-	-0-	7		1		4	2					3	4				
ROBERTS(7-8)	-0-	2	-0-	2	-0-	-0-	4		1	1	2						3	1				
ROSELAWN (7-8)	-0-	2	-0-	-0-	-0-	-0-	2				1	1						2				
SCHWAB (7-8)	1	1	-0-	7	4	-0-	13		1	5	4	3					5	8				
SHRODER-PAIDEIA(7-9)	1	-0-	-0-	1	-0-	-0-	2		1	1							2					
TOTAL	29	17	-0-	25	9	-0-	80	11	15	23	22	6	2	1		3	28	40	9			
GUILFORD	-0-	2	-0-	-0-	-0-	-0-	2		2								2					
GRAND TOTAL	147	51	1	48	26	-0-	273	2	14	20	37	57	62	45	36	5	38	45	79	44	37	25

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SUMMARY OF EXPULSIONS YEARLY TOTALS 1988-1989

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	3	3												2		15					1		3	3			
CAPE (7-12)		1		1							1			4		7				2				4			
CLARK ACAD. (9-12)																				1							
HUGHES (9-12)	2	7									2			4	1	14							2	6		2	
SCPA (7-12)																1											
TAFT (9-12)				1										1		3								1			
WALNUT HILLS (7-12)																8					1			1			
WESTERN HILLS (9-12)	8										2			2		22	1							5			
WITHROW (9-12)	1	5		1										5		2				3			3	9		2	
WOODWARD (7-12)	1	1									2					2							2	1	3		
TOTAL	15	17		3							7			18	1	74	1			6	2		10	30	3	4	
JR.-MIDDLE																											
BLOOM (7-8)		1																					1	1			
C.B.A. (6-8)	1																						1				
CREST HILLS (7-8)													2										3	1	1		
DATER (7-9)		4		1										3		1							1	3			1
E. HILLS (7-8)																							1	1			
GAMBLE (7-8)	1	1																						2			
HEINOLD (7-8)	NONE																										
MERRY (7-8)	1	1														1								6			
PEOPLES (7-8)		1												3		3							1	3			
PORTER (7-8)		1												2									2				2
ROBERTS (7-8)	1													1		2											
ROSELAWN (7-8)																2											
SCHWAB (7-8)		1												1	1	4				1			3	2			
SHRODER-PAIDEIA (7-9)	1															1											
TOTAL	5	10		1									2	10	1	14				1			13	19	1		3
GUILFORD																1								1			
GRAND TOTAL	20	27		4							7		2	28	2	89	1			7	2		23	50	4	4	3

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SUMMARY OF EXPULSIONS YEARLY TOTALS 1988-1989

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
CARSON	-0-	-0-	-0-	1	-0-	-0-	1						1								1		
CENTRAL FAIRMOUNT	2	1	-0-	-0-	-0-	-0-	3						1	1	1						1	2	
CHASE	8	5	-0-	-0-	-0-	-0-	13					5	2	3	3						8	4	1
OYLER	-0-	2	-0-	-0-	-0-	-0-	2						2									2	
PLEASANT HILL	4	-0-	-0-	-0-	-0-	-0-	4						1	1	1	1						2	2
PLEASANT RIDGE	1	-0-	-0-	1	-0-	-0-	2			1				1				1					1
SANDS	1	-0-	-0-	-0-	-0-	-0-	1							1									1
SCPA	-0-	1	-0-	-0-	-0-	-0-	1						1								1		
WASHINGTON PARK	1	-0-	-0-	-0-	-0-	-0-	1							1								1	
WINDSOR	1	-0-	-0-	-0-	-0-	-0-	1							1								1	
TOTAL	18	9	-0-	2	-0-	-0-	29			1		5	8	9	5	1		1			11	12	5

SUMMARY OF EXPULSIONS YEARLY TOTALS 1988-1989

	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
CARSON		1																									
CENTRAL FAIRMOUNT	1	1																						1			
CHASE	1	2		4																2			3	1			
OYLER														2													
PLEASANT HILL	1			2																				1			
PLEASANT RIDGE																							1			1	
SANDS																							1				
SCPA																								1			
WASHINGTON PARK																							1				
WINDSOR				1																							
TOTALS	3	4		7										2						2			6	4		1	

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YEARLY TOTALS 1988-1989

SUMMARY - SUSPENSIONS AND EXPULSIONS

SUSPENSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	6952	3219	1446	11	1675	600	1
Elementary	2709	1604	535	5	483	80	2
Total	9661	4823	1981	16	2158	680	3

EXPULSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	273	147	51	1	48	26	-0-
Elementary	29	18	9	-0-	2	-0-	-0-
Total	302	165	60	1	50	26	-0-

SENIOR, JUNIOR & MIDDLE

COMPARATIVE DATA

YEARLY TOTALS **1988-1989**

SCHOOL	SUSPENSIONS			EXPULSIONS		
SENIOR	1987-1988	1988-1989	DIFFERENCE	1987-1988	1988-1989	DIFFERENCE
AIKEN	489	367	-122	21	30	-1
CAPE	520	582	+62	11	20	+9
CLARK ACAD(9-12)	Not in operation	5	+5	Not in operation	1	(+1)
HUGHES	709	472	-237	57	40	-17
SCPA	121	46	-75	3	1	-2
TAFT	215	287	+72	10	6	-4
WALNUT HILLS	273	79	-194	16	10	-6
WESTERN HILLS	752	848	+96	31	40	+9
WITHROW	1171	686	-485	25	31	+6
WOODWARD	475	354	-121	34	12	-22
TOTAL	4725	3726	-999	218	191	-27
JR.MIDDLE						
BLOOM	124	170	+46	4	3	-1
C.B.A.	30	16	-14	5	1	-4
CREST HILLS	105	90	-15	13	7	-6
DATER	316	531	+215	11	14	+3
E.HILLS(7-8)	99	81	-18	3	2	-1
GAMBLE	326	291	-35	11	4	-7
HEINOLD	96	76	-20	4	-0-	-4
MERRY	216	395	+179	13	9	-4
PEOPLES	414	411	-3	16	10	-6
PORTER	111	200	+89	1	7	+6
ROBERTS	657	133	-524	10	4	-6
ROSELAWN(7-8)	39	33	-6	1	2	+1
SCHWAB	410	588	+178	22	13	-9
SHRODER	132	208	+76	-0-	2	+2
TOTAL	3075	3223	+148	114	78	-36
GUILFORD	3	3	-0-	2	2	-0-
McMILLAN	22	No longer in oper	(-22)	2	No longer in oper.	(-2)
GRAND TOTAL	3100	3226	+126	118	80	-38

ELEMENTARY	COMPARATIVE DATA					YEARLY TOTALS 1988-1989
	SUSPENSIONS			EXPULSIONS		
SCHOOL	1987-1988	1988-1989	DIFFERENCE	1987-1988	1988-1989	DIFFERENCE
K-4						
ACAD WLD LANG(SCHIEL)	9	-0-	-9			
ANDERSON PLACE	40	49	+9	1	-0-	-1
BOND HILL	28	12	-16			
BRAMBLE	31	59	+28			
BURTON	45	24	-21			
CAPE	94	64	-30	1	-0-	-1
CARSON	19	31	+12	-0-	1	+1
CARTHAGE	13	7	-6			
CENTRAL FAIRMOUNT	112	106	-6	-0-	3	+3
CHASE	193	197	+4	2	13	+11
CHEVIOT	11	5	-6			
~~CINTI DIL. ACAD.~~						
CLIFTON	79	51	-28			
COLLEGE HILL	-0-	2	+2			
COVEDALE	73	58	-15			
DOUGLASS	44	-0-	-44			
EASTERN HILLS	80	76	-4			
FAIRVIEW	37	36	-1			
HARTWELL	29	12	-17			
HAYS	48	73	+25			
HEBERLE	249	22	-227	2	-0-	-2
HEINOLD (K-6)	93	119	+26			
HOFFMAN	9	11	+2			
HYDE PARK	3	1	-2			
KILGOUR	18	28	+10			
KIRBY ROAD	54	-0-	-54			
	1411	1043	-368	6	17	+11

ELEMENTARY COMPARATIVE DATA YEARLY TOTALS **1988-1989**

SCHOOL	SUSPENSIONS 1987-1988	SUSPENSIONS 1988-1989	SUSPENSIONS DIFFERENCE	EXPULSIONS 1987-1988	EXPULSIONS 1988-1989	EXPULSIONS DIFFERENCE
LINWOOD	65	23	-42			
LOSANTIVILLE	9	9	-0-			
McKINLEY	12	2	-10			
MIDWAY	25	40	+15			
MILLVALE	9	48	+39			
MT. AIRY	24	9	-15			
MT. WASHINGTON	24	21	-3			
NORTH AVONDALE	12	7	-5			
NORTH FAIRMOUNT	109	233	+124			
OYLER	61	161	+100	-0-	2	+2
PARHAM	15	8	-7			
PLEASANT HILL	100	110	+10	1	4	+3
PLEASANT RIDGE	63	112	+49	-0-	2	+2
PRIM.ARTS ENRICH @ Schiel	-0-	-0-	-0-			
QUEBEC HEIGHTS	10	9	-1			
ROBERTS (K-6)	Not in operation	279	(+279)			
ROCKDALE	49	52	+3			
ROLL HILL	21	24	+3			
ROOSEVELT	21	29	+8			
ROSELAWN/CONDON	19	31	+12			
ROTHENBERG	32	50	+18			
SANDS MONTESSORI	11	8	-3	-0-	1	+1
SAYLER PARK	40	12	-28			
SCPA (4-6)	31	20	-11	-0-	1	+1
SILVERTON	12	13	+1			
SOUTH AVONDALE	-0-	-0-	-0-			
	774	1310	+536	1	10	+9

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1988-1989

SCHOOL	SUSPENSIONS 1987-1988	SUSPENSIONS 1988-1989	SUSPENSIONS DIFFERENCE		EXPULSIONS 1987-1988	EXPULSIONS 1988-1989	EXPULSIONS DIFFERENCE
SWIFTON PRIMARY	3	4	+1				
TAFT	7	-0-	-7				
VINE	72	14	-58				
WASHBURN	13	6	-7				
WASHINGTON PARK	87	187	-100		-0-	1	+1
WESTWOOD	40	26	-14				
WHITTIER	18	24	+6				
WINDSOR	2	2	-0-		-0-	1	+1
WINTON PLACE PRIM.	63	70	+7				
WOODFORD PRIM.	9	2	-7				
TOTAL (this page)	314	335	+21		-0-	2	+2
Brt.Fwd.(Pg.16)	1411	1043	-368		6	17	+11
Brt.Fwd.(Pg.17)	774	1310	+536		1	10	+9
GRAND TOTAL	2499	2688	+189		7	29	+22

N.B.: 88-89 1st Qtr. Report - CAPE - Page 3

6th grade students were listed under CAPE elementary - should have been listed on Page 1, under CAPE (6-12). These 19 students should have been shown as follows:

MW - 4 MB - 10 FB - 5

Ages: 11 - 12 12 - 6 13 - 1

Unruly Conduct - 5 Disorderly Conduct - 2 Fighting - 8 Vandalism - 2

Trespassing - 1 Sex Offense - 1

APPENDIX E

COMPREHENSIVE PLAN

LOW ACHIEVING SCHOOLS

1989-90

May, 1989

E-2

LOW ACHIEVING SCHOOLS

COMPREHENSIVE PLAN

Executive Summary

Function

In the spring, 1989, principals from the low achieving schools, Oyler, and central administrators drafted a comprehensive plan for the low achieving schools. Oyler was included because of its pairing with Washington Park. The plan delineates common elements and common focus areas, while still allowing some flexibility dictated by size of school, staffing, current level of achievement, individual school needs, etc. Most importantly, however, is the unified mission all schools are addressing: serving the needs of the whole child so that academic success, positive social skills, high self-esteem, and health wellness becomes a reality. These are expressed through the four goals delineated in the plan: improve student academic achievement; prepare staff to address the total needs of students; provide services to address social, emotional, and physical needs of students; and increase parent and community involvement.

Program

There are five basic program components common to all schools. In addition to these, other components unique to an individual school will be integrated with these components. (1) Staff training, key to the success of all other components, will occur throughout the year. The MIET program will be one of the major thrusts. Other training will focus on addressing the needs of students experiencing difficulty. (2) An extended day program will provide an opportunity for teacher, volunteer, and peer tutoring; practice time for academics; and other after-school activities that strengthen the classroom program. (3) Effective delivery systems—on grade level instruction, high standards, teaming, technology support, etc.—will be highly visible in each school. Its interface with and support of the regular instructional program will strengthen both programs. (4) A Student Focused Impact Team will coordinate school-based and community-based resources available to students and their families. This team is headed by a counselor and consists of a home school coordinator, visiting teacher, psychologist, nurse, and social service agencies representatives. (5) Parental involvement will be sought through their participation in school initiated activities and through educational needs of the parents. (6) A program of cultural experiences will be planned to expand the horizons of students and to open the community to them.

Staff

In order to implement the five components delineated above, each school will be staffed as follows from Cincinnati Public Schools personnel:

1. One counselor - UDP funded at Windsor and Hoffman; Bronson funded at the other five low achieving schools and Oyler
2. Re-alignment of ECIA, Chapter I teachers - Chapter I teachers' schedules will be designed so that the teachers are available for extended day program

3. Visiting teachers - A visiting teacher will be assigned to each school
4. Psychologist - Each school will have the services of a psychologist funded through Chapter I.
5. One instructor assistant - Each school will be provided one instructor assistant to coordinate the technology support lab in each school.
6. Home/School coordinator - Each school will have a home/school coordinator who serves as the liaision between the school, the home, and the community.

Outside staffing will include the nurse supplied part time by the Department of Health and staff from all support agencies serving each particular community.

Outcomes

Expected outcomes include:

- Improve student achievement in reading and mathematics so that all students score above the 40 percentile and 80% of the students will score above 50 percentile.
- Decrease the number of students retained in grades 1-3 by 80%
- Communicate with each home at least four times through written communication; increase by 20% the number of parents attending school-related functions; include home visits and telephone calls in the home/school coordinator's role; involve at least 20% of the parents in some kind of school-related activity
- Achieve and maintain a 90% level of homework submitted by pupils in attendance
- Increase scores on the final instructional assessment tests so that in 1994 100% of the students will score at least 80%
- Conduct a school-wide assessment of student, teacher, and parent needs
- Demonstrate effective delivery of instruction as measured by high achievement on CAT, IAT; by decrease in retention rate; by increase in attendance rate
- Demonstrate positive pupil interactions and high expectation levels
- Involve staff, parents, community health agencies, and district support services in the delivery of a comprehensive support system.

- Attain and maintain an average daily attendance of 93% or above
- Decrease suspensions and expulsions by 90%
- Monitor student referrals for psychological evaluation so that students are appropriately assigned
- Increase by 10% annually the number of parent volunteers in the school
- Maintain an active parent organization and LSAC
- Attain and maintain an attendance rate of 96%.

Comprehensive Plan

Low Achieving Schools

1989-90

Introduction

The Bronson Settlement Agreement identified seven schools whose academic achievement level fell below that of other schools at the time the agreement was reached. Five million dollars of the Bronson funds available to the district over the seven year period were "set aside" for programs in these schools. From September, 1984, through the 1988-89 academic year, various programs, both centrally designed and locally initiated, have been implemented in the schools with varying degrees of success. Schools in the LAS program have been provided extra resources to enhance their instructional program, especially in reading and mathematics. Through principal option as to how resources were to be spent, some schools added staff positions over the normal allocation to provide reduced class sizes or instructional leadership. Others added instructional materials or special incentives programs.

When the low achieving schools were identified in 1984 through the Bronson Settlement Agreement, an overall mission statement for the seven schools was established: provide a school environment which prepares students for a lifetime of learning, growth, and enrichment in a changing society. While the general thrust of their mission statement is still valid, recent assessment in each school indicates the need for a more precisely focused mission statement.

In the spring, 1989, a series of planning meetings was held with the principals of the low achieving schools and central administration to develop a new mission statement, formulate plans, and devise strategies for the remaining years of the Bronson settlement. Based upon progress shown since 1984, Hoffman and Windsor were placed in the "maintenance" category; while the others remained in the developmental stage. Because of the pairing between Washington Park and Oyler, Oyler was included in the discussion and is included in all components of this document as one of the low achieving schools.

New Trust

The new thrust identified for the low achieving schools is to address the needs of the whole child. Through an instructional and support services program provided by the Cincinnati Public Schools, identified social service agencies and community groups, and parents, every child enrolled in the seven low achieving schools will experience academic success; will attain and maintain a high attendance rate; will exhibit good health, nutrition, and social skills; and will develop the self-confidence, self-reliance, and esteem that will ensure continued growth and success in all areas. During the 1989-90 academic year each school will develop a mission statement for the school that incorporates these major components.

DEMOGRAPHICS OF THE SCHOOLS

School	1984	1985	1986	1987	1988
Hays					
Enrollment	343	365	394	390	358
Attendance	93%	93%	93%	93%	93%
Minority Enrollment			91.1	97.7	99.3
Percentage of Students at or Above National Norm					
Reading	26.0	28.7	35.4	29.4	14.6
Mathematics	40.7	48.6	53.7	47.2	29.1
Heberle					
Enrollment	461	546	564	597	639
Attendance	89%	90%	91%	91%	91%
Minority Enrollment			67.3	77.5	77.0
Percentage of Students at or Above National Norm					
Reading	25.3	32.5	35.3	40.9	19.0
Mathematics	46.6	45.4	55.9	59.5	38.3
Heinold					
Enrollment	408	592	565	542	524
Attendance	91%	86%	91%	91%	92%
Minority Enrollment			69.2	65.7	62.9
Percentage of Students at or Above National Norm					
Reading	27.6	28.9	43.1	44.7	24.5
Mathematics	38.8	40.0	52.0	55.1	34.1
Hoffman					
Enrollment	337	350	358	352	330
Attendance	92%	91%	93%	93%	92%
Minority Enrollment			99.7	99.7	99.1
Percentage of Students at or Above National Norm					
Reading	37.3	43.3	56.3	58.3	30.2
Mathematics	39.7	37.9	64.3	67.8	41.4

School	1984	1985	1986	1987	1988
Oyler (Not a low achieving school. Included only because it will be paired with Washington Park during 1989-90.)					
Enrollment	444	467	495	516	577
Attendance	89%	92%	90%	91%	93%
Minority Enrollment			22.2	14.9	6.4
Percentage of Students at or Above National Norm					
Reading	32.7	36.7	40.5	39.6	15.1
Mathematics	29.5	42.6	44.7	44.8	22.6
Rothenberg					
Enrollment	433	498	537	528	472
Attendance	90%	88%	89%	90%	90%
Minority Enrollment			90.7	91.0	89.3
Percentage of Students at or Above National Norm					
Reading	22.4	27.4	27.2	24.3	12.8
Mathematics	22.4	29.6	31.0	23.4	19.0
Washington Park					
Enrollment	545	556	544	576	569
Attendance	90%	90%	93%	92%	92%
Minority Enrollment			85.9	87.1	82.2
Percentage of Students at or Above National Norm					
Reading	23.2	35.5	40.1	35.1	22.4
Mathematics	39.1	39.0	43.8	43.5	20.1
Windsor					
Enrollment	341	303	312	321	359
Attendance	91%	89%	92%	96%	93%
Minority Enrollment			98.6	97.3	97.6
Percentage of Students at or Above National Norm					
Reading	27.8	24.2	41.7	42.8	29.4
Mathematics	28.4	35.0	49.9	65.9	39.6

Five Year Goals

The following goals have been established for the 1989-94 period for the low achieving schools, based upon the mission statement for the program.

I. Improve student academic achievement

II. Prepare staff to address the total needs of students

III. Increase support services to address social, emotional, and physical needs of students

IV. Increase parent and community involvement

Annually a management plan will be developed for "core" services to be provided and objectives to be met. From that core management plan, principals will design school-specific activities unique to each school.

1989-90 Core Plan

Each low achieving school will exercise autonomy in designing a program for the school. However, through the core plan described below, there will be common elements in all schools. The core management plan will serve as the springboard from which principals will design other activities which supplement the core program.

1. Component A - Staff Training

At the heart of school improvement is a well-trained, highly motivated staff. The academic year 1989-90 will focus on building and improving the skills of the staff in the low achieving schools. Year-long coordinated training will be provided through the MIET program (Maintaining and Improving Effective Teaching) or similar programs. Other short-term sessions on setting high expectations, team-building, motivation, etc. will be scheduled throughout the year. August retreats or similar extended time periods will be used to develop the mission statement and to develop a sense of team work.

2. Component B - School-Wide Assessment

Each school will conduct a school-wide assessment and identify students at risk in the following areas: attendance, low self-esteem, poor attitude toward school, poor achievement, discipline, and social and health needs. Other program components have been designed to provide services to address these needs.

3. Component C - Extended Instructional Time

Research indicates the high achievement rate attained through increased time on task. Through the realignment of its ECIA Chapter I staff, each low achieving school will offer an after-school program for identified students. In addition to the ECIA teacher, volunteer tutors, parents, and peer tutors will be utilized. The extended day program will allow practice time, serve as a homework center, provide tutorial assistance, and support activities originating in the regular instructional program.

4. Component D - Effective Delivery of Instruction

Each school will examine its organizational structure and re-design for greater effectiveness. In some schools, this will take the form of teaming in the primary grades; in others, self-contained intermediate classes. The variance is dependent upon the size of the school and the number of staff. All schools will provide on-grade-level instruction and institute a school-wide high set of expectations for teacher and pupil performance. All students will have exposure to Writing to Read, WASATCH, laser learning, or comparable instructional support systems found in each school.

5. Component E - Student-Focused Impact Team

All schools will implement a Student-Focused Impact Team. This team will be composed of the principal, a counselor, teachers, psychologist, home school coordinator, and visiting teacher from the Cincinnati Public Schools and members of various service agencies such as a nurse from the Department of Health or a social worker from an agency serving the community. The purpose of the team is to coordinate the delivery of school and community-based services to identified students.

6. Component F - Parental Involvement

Each school will set two distinct parental objectives: (a) to increase the involvement of parents in school activities and (b) to address parent and student needs by offering referral information.

7. Component G - Cultural Enrichment

An assessment will be made in each school to determine the kinds of cultural enrichment activities needed by the students in the school. A comprehensive plan, delineated by grade level, will be developed. After full implementation, exiting sixth grades will have experienced a coordinated program that ensures activities in various cultural areas.

Comprehensive Management Plan - 1989-90

Goal I: Improve Student Academic Achievement

Indicators of Success:

- Improve student achievement in reading and mathematics so that all students score above the 40 percentile a 80% of the students will score above 50 percentile
- Decrease the number of students retained in grades 1-3 by 80%
- Communicate with each home at least four times through written communication; increase by 20% the number of parents attending school-related functions; include home visits and telephone calls in the home/school coordinator's role; involve at least 20% of the parents in some kind of school-related activity
- Achieve and maintain a 90% level of homework submitted by pupils in attendance
- Increase scores on the final instructional assessment tests so that in 1994 100% of the students will score least 80%

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
1.01	Establish a positive attitude toward school and high achievement expectations in pupils	.01 Provide group counseling sessions to build high self-esteem	Teachers, Counselors	8/89	6/90	Log of sessions student evalua
		.02 Implement incentive programs for high achievement and attendance	Principals, Teachers	8/89	6/90	Written report activities
1.02	Establish positive educational climate and high teacher/administration expectations	.01 Train staff in MIET	Principals, Assoc. Dir. Staff Development	8/89	6/90	Written evalua principal obser tions
1.03	Implement organizational patterns that facilitate effective instruction to all students	.01 Establish and enforce uniform standards in each content area	Principal	8/89	6/90	Letter to paren uniform grading practices
		.02 Re-structure school organization to build upon teacher strengths through teaming, interdisciplinary approaches, etc.	Principal	8/89	8/89	Teachers' daily schedules

Goal I: Improve Student Academic Achievement (Continued)

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
1.04	Implement district approved curriculum in all content areas	.01 Provide on-grade level instruction to all pupils	Principal, Teachers, Supervisor	8/89	6/90	Supervisor/princ observation
		.02 Provide in-school intervention and enrichment to all students, as appropriate	Principal, Teachers, Supervisor	8/89	6/90	Supervisor/princ observation
		.03 Incorporate computer labs and other instructional support systems into the on-going instructional program for students	Principal, Teachers, Supervisor	8/89	6/90	Daily lesson pla principal/superv observation
1.05	Provide extended day services to increase instructional time and and achievement	.01 Re-design the teaching day for Chapter I teachers so that a tutorial for identified students is available	Principal	8/89	8/89	Teacher schedule log of tutorial services, increa promotion rate
		.02 Utilize volunteers, mentors, parents to serve as tutors for both in-school and after-school tutorials	Principal	8/89	6/90	Roster of volu increased prom rate
		.03 Utilize peer tutoring during regular instructional day	Teachers	8/89	6/90	Roster of peer tutors, daily l plans

Goal II: Prepare Staff to Address Total Needs of Students

Indicators of Success:

- Conduct a school-wide assessment of student, teacher, and parent needs
- Demonstrate effective delivery of instruction as measured by high achievement on CAT, IAT; by decrease in retention rate; by increase in attendance rate
- Demonstrate positive pupil interactions and high expectation levels

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
2.01	Use a school-wide assessment of student, teacher, and parent needs as basis for all program components	.01 Develop process for assessment and assessment instruments	Principal, Staff	8/89	9/89	Assessment instruments
		.02 Conduct assessment	Principal, Staff	9/89	9/89	Assessment data
		.03 Analyze data and plan programs	Principal, Staff	9/89	9/89	Management plans
2.02	Develop a sense of unity and purpose in staff	.01 Provide August workshop for staff that is motivational, supports team building, and high expectations for students and staff	Principal, Area Ass't. Supt., Staff Development	6/89	8/89	Inservice evalua data, observatio performance, SIS data
2.03	Establish a positive climate and high teacher/administrator expectations	.01 Train staff in MIET	Principal, Assoc. Dir. Staff Development	8/89	6/90	Inservice evalua data, classroom observation, SIS data
2.04	Interact with social service agencies to address whole child	.01 Conduct periodic meetings with staff and a social service agency to assess status, plan and implement services	Principal, Heads of Agencies	8/89	6/90	Minutes of mee effective delive of services
2.05	Utilize alternate ways of handling discipline	.01 Train staff in classroom management strategies	Staff Development	9/89	9/89	Inservice evalu
		.02 Train staff in awareness of multi-cultural differences	Staff Development	10/89	10/89	Inservice evalu
		.03 Develop and implement mini-grant on discipline	Principal	9/89	9/89	Written plan

Goal III: Provide Services to Address Social, Emotional, and Physical Needs of Students

Indicators of Success:

- Involve staff, parents, community health agencies, and district support services in the delivery of a comprehensive support system
- Attain and maintain an average daily attendance of 93% or above
- Decrease suspensions and expulsions by 90%
- Monitor student referrals for psychological evaluation so that students are appropriately assigned
- Attain and maintain an attendance rate of 96%

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
3.01	Implement a Student Focused Impact Team involving representatives from staff, parents, community health agencies, district support services	.01 Identify community resources	Principal/ Counselor	8/89	6/90	
		.02 Coordinate the delivery of school and community-based services to identified students	Principal/ Counselor	8/89	6/90	
		.03 Utilize nurse assigned to school as part of Impact Team	Principal	8/89	6/90	
		.04 Implement a Health/ Wellness Program as part of the on-going instructional program and on-going guidance program; utilize existing agencies to provide services	Principal, Teachers, Agencies	8/89	6/90	
3.02	Implement the district guidance program and support services	.01 Staff each school with a counselor	Principal, Personnel	6/89	8/89	
		.02 Provide a variety of guidance and counseling services that address group and individual needs	Counselor	8/89	6/90	
		.03 Visit homes of students exhibiting learning, behavior, or attendance problems	Visiting Teacher	8/89	6/90	
		.04 Develop and sponsor student leadership programs	Principal, Teachers, Parents, Community	8/89	6/90	

Goal III: Provide Services to Address Social, Emotional, and Physical Needs of Students (Continued)

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
3.02	Utilize Partners in Education and other business/community groups	.01 Request Partners in Education support for various kinds of incentives—, attendance, achievement, etc.	Principal	8/89	6/90	
		.02 Request financial support from appropriate company/ agencies for parent activities	Principal	8/89	6/90	
3.03	Provide a program of cultural enrichment activities	.01 Develop K-6 plan of activities	Principal, Staff	8/89	6/90	Plan
		.02 Implement activities	Principal, Staff	8/89	6/90	Written reports o activities

Goal IV: Increase Parent and Community Involvement

Indicators of Success:

- Increase by 10% annually the number of parent volunteers in the school
- Maintain an active parent organization and LSAC

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
4.01	Involve parents in their children's learning	.01 Invite parents to participate in the extended day tutorial	Principal, Teachers	8/89	6/90	Letters to paren Social Impact Tea personal contact
		.02 Invite parents to participate in school activities: field trips, assemblies, support group meetings, room mothers, tutors, etc.	Principal, Teachers	8/89	6/90	Letters, telepho calls to parents. increased number parents involved SIS data
4.02	Develop and maintain viable parent/community support groups	.01 Organize PTA and LSAC meeting times and agenda to be compatible with parent needs	Principal, Presidents—PTA, LSAC	8/89	6/90	Increased attend at meetings
		.02 Develop creative ways to publicize LSAC and parent group meetings; implement follow-up contacts	Principal	8/89	6/90	Increased atten and participati
		.03 Design and implement a parent volunteer program	Parent Volunteer Coordinator	8/89	6/90	Increased number volunteers
4.03	Provide a parent education component	.01 If site qualifies, implement a GED or similar parent education program	Jo Frazier	8/89	6/90	Implementation o program
		.02 Work with community agencies to provide periodic informational meetings for parents	Principal	8/89	6/90	Increased number meetings, atten at meetings
		.03 Utilize School Impact Team to provide agency referral information to parents	Principal, Team	8/89	6/90	Log of referrals

Bronson-Funded Budget

Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, Windsor, Oyler

Personnel

Certificated: Salaried - FTE - 6 counselors

Funding Source: Bronson

6 x $35,000	$210,000	
Hays Heberle Heinold Rothenberg Washington Park Oyler		
Fringes	52,500	$262,500

(In addition, Hoffman and Windsor will be receiving a counselor through UDP funds)

Non-Salaried - Inservice

Funding Source: Bronson

Hays	10 hrs. x 30 tchrs. x $16.49 10 hrs. x 30 tchrs. x 17.64	$ 10,239.00
Heberle	10 hrs. x 39 tchrs. x $16.49 10 hrs. x 39 tchrs. x 17.64	13,310.70
Heinold	10 hrs. x 40 tchrs. x $16.49 10 hrs. x 40 tchrs. x 17.64	13,652.00
Hoffman	10 hrs. x 21 tchrs. x $16.49 10 hrs. x 21 tchrs. x 17.64	7,167.30
Rothenberg	10 hrs. x 31 tchrs. x $16.49 10 hrs. x 31 tchrs. x 17.64	10,580.30
Washington Park	10 hrs. x 36 tchrs. x $16.49 10 hrs. x 36 tchrs. x 17.64	12,286.80
Windsor	10 hrs. x 23 tchrs. x $16.49 10 hrs. x 23 tchrs. x 17.64	7,866.39

Personnel (Continued)			
Oyler - 10 hrs. x 37 tchrs. x $16.49 10 hrs. x 37 tchrs. x 17.64		12,628.10	
Total		$ 87,730.59	
Fringes		21,932.65	
Grand Total			$109,663.24
Civil Service			
Instructor Assist - 8 FTE @ $11,334 each		$90.672.00	
Fringes		22,668.00	
Grand Total			$113,340.00
Sundries and Supplies			
Consultants ($1,500 per school x 8)		$ 12,000.00	
1 consultant to work with all schools on common concepts	5,000.00		
Total			$ 17,000.00
Supplies (Inservice)			
$1,000 x 8 schools		8,000.00	
Supplies (Tutorial)			
$2,000 x 8 schools		16,000.00	
Supplies (Parent Activities)			
$1,000 x 8 schools		8,000.00	
GRAND TOTAL			$534,503.24

Budgets from Other Sources

Chapter I or Other Funding		
Home/school coordinators		
8 x $28,628.76	$229,030.08	
Fringes	57,257.52	
		$286,287.60
Psychologists		
8 x $40,796.79	$326,374.32	
Fringes	81,593.58	
		407,967.90
Visiting teachers		
8 x $28,307.72	$226,461.76	
Fringes	56,615.44	
		283,077.20
Personnel Total		$977,332.70
Field Trips		
8 schools x $2,500	$ 20,000	
Snacks for Extended Day Program		
8 schools x $500	4,000	
Mileage - Home/School Coordinator		
8 schools x $300	2,400	
		$ 26,400
GRAND TOTAL		$1,003,732.70

Sign-Off Agreement

I have read the attached comprehensive plan for low achieving schools and support its value in serving as the overall guide for the activities that will occur in my school in 1989-90. I understand that I will expand and supplement this core plan with activities that are unique to my school.

Principals

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Approval: Director, Elementary Education

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Approval: Assistant Superintendents

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Approval: Deputy Superintendent

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E-20

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION

Office of the Deputy Superintendent

REC

TO: Frank B. Fields, Director
Alternative/Settlement Office

FROM: Reginald Leon Green, Deputy Superintendent
Administration, Curriculum and Instruction

Reginald Green

DATE: September 1, 1989

RE: Mona Bronson vs. Cincinnati Board of Education, et al
Case No. C-1-74-205

Please find attached the information you requested regarding the Mona Bronson vs. Cincinnati Board of Education, et al Case No. C-1-74-205. If you wish further information, please advise.

RLG/je
Attachment

RESPONSES TO QUESTIONS REGARDING LOW ACHIEVING SCHOOLS

1. Expenditures to Date - As of the end of the 1988-89 school year, a total of $3,618,361 has been spent on low achieving schools.

2. Main Components of New Plan - The plan for the low achieving schools developed in the spring, 1989 attempts to unify the services to students in the low achieving schools based upon common needs exemplified in all seven schools.

   Increasing staff competency in addressing both the academic and social needs of pupils is given top priority in the new plan. Both inservice common to all schools and inservice unique to the instructional/organizational pattern of each school will be provided. The intent is to alter the way teachers view children and to raise expectations for achieving, along with a stronger curricular program.

   Student-focused impact teams are another new thrust. School counselors have been employed to lead these teams, as well as to provide general counseling services to students. All school-based or community-based resources will be coordinated to ensure full health, attendance, social, and instructional concerns. Staff will be added/re-assigned to give additional nursing services, psychological services, and attendance monitoring.

   Another component is the organizational/instructional design which each school will develop for itself. Schools have been given suggestions such as extended time for afternoon tutorials, non-graded primary classes, and team teaching. The plan calls for the staff of each school to determine what best addresses that school's needs profile. This local school option is considered one of the strong points of the plan, for in formulating their operational structure, team building and a sense of unity will occur.

3. Allocations to Low Achieving Schools - the allocations to the low achieving schools, both in staffing and non-personnel budget, are the same as in all schools. A "standard resource allocation" governs these procedures. In addition, Chapter I funds are available to the schools, as are the additional Bronson funds and, in the case of Hoffman and Windsor, UDP monies. For 1989-90 Washington Park will have additional resources as one of the paired schools.

4. Pre-School Programs - Some form of pre-school program is available in every low achieving school: Hoffman - Head Start; Heinold and Heberle - half Head Start, half Chapter I; Washington Park - Chapter I; Windsor - Chapter I; Hays - Chapter I; Rothenberg - Chapter I. Most classes are full with no waiting lists. Heinold and Heberle have been under-subscribed; therefore, with a change in the regulations, three-year-olds have been added to boost enrollment. Heinold has a low enrollment and poor attendance, partially because of commercial day care centers in area that are more accessible. An all-day pilot program will start at Hays this fall to respond to parent needs.

   In order to increase the number of children involved in pre-school programs, these things should occur.

a. Space in the schools must be found. Every school has as many programs as it can accommodate and still maintain the regular school program. When three-year-olds are considered, the kind of space must be carefully reviewed. For example, in-the-room toilet facilities are desirable; adjacent facilities are needed. When all-day programs, which working parents prefer, are implemented, twice as much space is needed to serve the same number of children as in the half-day programs. At this time there is insufficient space to expand the program.

b. Regulations, especially in Chapter I, need to be revised so that children would not "test out" of the program. Then more children could continue in the program for a longer period of time.

c. Staff training is necessary for everyone to become trained in handling three-year-olds. Additional staff is also required to work with younger children, for they need more personalized supervision.

5. Health Services Evaluation - Limited health services are already available to the schools. The addition of another nurse to serve the seven low achieving schools would increase the services and expand the areas of needs addressed. Among the services to be provided are: assists and evaluates the total health and developmental status of each student through the use of appropriate health assessment techniques; assists students, families, and teachers to maintain optimal health; completes and maintains appropriate records and reports; follows acceptable procedures for prevention and control of communicable diseases; assists with immunization follow-up; conducts screening programs; provides inservice on health topics to teachers; and conducts informational meetings for parents. Several methods are available to evaluate services rendered. Many can be documented from the nurse's log or from student health records maintained in the school. Others can be assessed by the principal as the nurse performs services such as teacher inservice or parent information. Specific job targets can be mutually agreed upon by the principal and nurse with performance monitored in those areas.

6. In-School Suspension Classes - In-school suspension classes for 1989-90 will be funded through the mini-grants for discipline. These plans will not be submitted to the Area Assistant Superintendents until September for review and funding. Therefore, the number cannot be projected at this time.

7. Saturday Suspension Classes - Saturday suspension classes for 1989-90 will be funded through the mini-grants for discipline, if any principal requests them. These plans will not be submitted to the Area Assistant Superintendents until September for review and funding. Therefore, the number cannot be projected at this time.

8. Discipline Inservice - Since the discipline plans for schools are to be locally developed, the inservice required to implement those plans will likewise be developed locally. However, there are district-wide expectations for every school and these expectations must be met in both

the inservice and the discipline plan. For example, the development of self-discipline and personal responsibility for one's actions should be the basis for a discipline program. Positive, rather than punitive, discipline should be stressed. Training in effective classroom management techniques, raising both teacher and pupil expectations, developing teachers' sensitivity to cultural and racial differences, and strategies for addressing every pupil's needs are topics that could be covered in inservice sessions. Not only should the inservice expand the general knowledge base of the participants, but it should result in specific products or action plans that address the overall needs and plan submitted in the mini-grant.

Selection of Principals

The board of education recognizes the importance of the school principal in the quality of education delivered at a school. To hold the superintendent responsible for the results delivered by the system, the superintendent must have the final decision in selecting people to fill these critically important positions, subject only to board approval as required by state law. At the same time, the unique relationship of principals with staff, parents and other community people makes it important that principals, especially those newly appointed, have the support of these groups. Such support is more likely to be forthcoming if these groups have been involved in the selection process.

When a principalship becomes vacant, the following processes shall be implemented sequentially by the superintendent to insure that candidates are considered in an orderly manner.

A. The superintendent or his designee shall meet with the local school advisory committee which shall prepare and submit to the superintendent a report enunciating the goals of the school and any special skills believed necessary for the effective performance of the new principal.

B. The superintendent shall determine if a principal should be transferred from another school or if a principal should be assigned from a reduction-in-force pool or from a position within the school system at a rank equivalent to or above the principal's level. The superintendent or his designee shall inform the local school advisory committee membership of the filling of a principalship by means of a transfer or appointment before a general announcement is made. The placement of the new principal shall be subject to prior board approval.

C. If the vacancy is to be filled by means of a promotion, a system-wide selection process shall be implemented during which applicants from within the school system are considered.

D. If the vacancy is not filled by the procedures identified in paragraphs B and C, an open selection process shall be implemented whereby applicants are recruited from outside the school system.

When the procedures identified in paragraphs C and D are implemented, the superintendent shall consider all qualified applicants for the vacancy and from that group identify, if available, the three most qualified candidates. These

Selection of Principals (continued)

candidates shall receive a copy of the report of the local school advisory committee and shall appear before the committee membership to present their response to the report and to answer questions related to their presentations.

Subsequent to the candidates' presentations, the committee shall prepare and submit a statement to the superintendent indicating the perceived strengths and deficiencies of each candidate. Candidates shall not be ranked. The committee should seek consensus on the statement to the superintendent, if possible. Should consensus not be reached, minority statements are permissible. All deliberations of the committee shall be confidential.

If an emergency situation exists when the above procedures cannot be implemented, the superintendent shall make an interim appointment. However, such interim appointment shall be made with the minimal displacement of personnel and shall be effective for no more than forty-five (45) school days during which time the regular procedures shall be used to fill the vacancy.

Adopted:	11/24/75
Revised:	3/14/77 12/8/80 1/25/82

Principal Selection Process

When a principalship becomes vacant, the appropriate area director shall prepare and submit to the Personnel Branch, a personnel requisition approved by the assistant superintendent, Curriculum and Instruction and the superintendent. The following steps are to be implemented sequentially:

I. Local School Advisory Committee

The area director shall contact the local school advisory committee and review the role of the committee in the principal selection process to assure compliance with board of education policy No. 4111.1 and the procedure for implementing such policy. The director of the Staff Development Branch shall be responsible for providing training as needed for committee members pertaining to their role in the principal selection process.

II. Transfer Process

The superintendent shall determine whether or not a principal from another school should be transferred to the vacant position. The vacancy shall be announced to all principals serving in the same position classification. After considering all requests for transfer and the report from the local school advisory committee, the superintendent shall present a recommendation to the board of education in an executive session. Subsequent to the executive session, the area director shall inform the members of the local school advisory committee of the superintendent's recommendation before it is presented to the board of education in a public meeting.

III. Appointment/Assignment by Superintendent

When it is in the best interest of the school system, the superintendent shall appoint or assign an individual to a given position for reasons of organization, performance and/or degree of specialization. The members of the local school advisory committee and the president of CAAS shall be informed of the superintendent's recommendation before it is presented to the board of education in a public meeting.

IV. System-Wide Selection Process

A. If the vacancy is not filled by assignment or transfer, a vacancy announcement shall be prepared by the director of the Personnel Branch in consultation with the area director and distributed throughout the school system. The announcement

Principal Selection Process (continued)

shall include the position description and information pertaining to the application process.

B. Upon receipt, applications shall be reviewed by the personnel director to determine whether or not each applicant meets the minimum qualifications for further consideration. If so, field ratings are obtained.

C. Applicants who do not meet minimum qualifications are withdrawn from consideration and are so notified by the director of the Personnel Branch.

D. The superintendent, the assistant superintendent, Department of Curriculum and Instruction, and area directors shall review the qualifications of all candidates including the following data:

1. Related experience.
2. Credentials and performance records including past appraisals.
3. Current evaluations by superordinates.
4. Results of standardized measuring instruments.

E. The superintendent determines the three, if available, most qualified candidates.

F. The report from the local school advisory committee shall be presented to the three, if available, most qualified candidates.

G. The area director shall arrange for the three, if available, most qualified candidates to appear before the local school advisory committee to present the responses to the committee report and to answer questions related to their presentations.

H. Subsequent to the candidates' presentations, the local school advisory committee shall prepare and submit a statement to the superintendent indicating the preceived strengths and deficiencies of each candidate. Candidates shall not be ranked. The committee should seek consensus on the statement to the superintendent, if possible. Should consensus not be reached, minority statements are permissible. All deliberations of the committee shall be confidential.

Principal Selection Process (continued)

I. The superintendent shall consider the local school advisory committee's statement regarding the strengths and deficiencies of each candidate and shall present a recommendation to the board of education in an executive session prior to the board of education's action in a public meeting.

J. All candidates shall be notified of the recommendation in writing by the director, Personnel Branch.

V. Open Selection Process

If the vacancy is not filled by assignment, by transfer or by implementation of the system-wide selection process, the position shall be open to qualified candidates from outside the school system. The vacancy announcement shall be sent to appropriate college/university placement officers throughout the midwest and other parts of the country where it is anticipated that a sufficient number of qualified applicants is available. In addition, the vacancy shall be advertised in selected news media and publications. The location and number of such assignments shall be determined by anticipated availability of applicants and budgetary limitations. Items IV-B through IV-J are to be followed in completing the process.

Department/Office Responsible
For Updating and Clarification:
PERSONNEL BRANCH

Prior Issuance: Personnel Branch Announcement, 9/23/77
Approved: 10/31/78
Revised: 11/24/81

E-29

COMMUNITYWIDE TASK FORCE

CINCINNATI PUBLIC SCHOOLS
[illegible]
RECEIVED

SEP 22 1989

September 15, 1989

Cheryl D. Grant
Co-chair

William Seitz
Co-chair

Patricia Johnson-Baker

Robert S Brown

Marilyn Hoehne

Duane Holm

Karla Irvine

Lillian Jones

Nelson Schwab, Jr

Halloway C. Sells

Marian A. Spencer

Louise Spiegel

Monty Whitney

Dwight Wilkins

Robert Evans
Facilitator

Superintendent Lee Etta Powell
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

Dear Superintendent Powell:

As you know, the Bronson settlement obligates the Public Schools to attempt remediation efforts for the so-called "Low Achieving Schools." The purpose of such remediation, we believe, was to encourage an educational climate conducive to multi-racial education, since it has not escaped our notice that the LAS schools are largely one-race schools.

We received, in June, a copy of a new system plan for addressing the LAS schools. At our September Task Force meeting, we requested an update as to the implementation of that plan. The Facilitator, Dr. Evans, expressed his belief that the plan remains largely a "paper plan." These concerns prompted this letter and they should concern you and the Board Members as the scheduled December, 1989 post-mid-term Court date approaches.

We would like to know the following, so that we may appropriately monitor the progress towards implementing the written plan:

1. What is the current status of the components of the plan?

2. Given that 4 of the 7 "LAS" schools have new principals this year, can you share the criteria employed for selection of these principals and are there special criteria for "LAS school" administrators?

...established to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between the Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools

3. Are there special criteria for selection of the building staff at the LAS schools?

4. What is the average years of experience of LAS school teachers compared to the years of experience of the staffs at non-LAS schools?

5. What programs have been implemented or are planned to stabilize the teaching/administrative staffs at the LAS schools and to develop "team-cohesiveness" there?

6. What is the District's thinking with respect to extra rewards to lure teachers/administrators who could bring needed and exceptional skills to the LAS schools?

7. What is the District's assessment of its programs towards meeting the Settlement's obligations concerning the Low Achieving Schools?

These matters are difficult but necessary ones and we respectfully request that they must be tackled with renewed vigor. If we may be of any assistance, please let us know.

Sincerely,

Cheryl D. Grant
Co-Chairperson

cc: Office of the Board Members
Task Force Members
Dr. Robert Evans

E-31

CINCINNATI PUBLIC SCHOOLS
Claude V. Courter
Education Center

230 East Ninth Street
Cincinnati, Ohio 45202

October 12, 1989

Ms. Cheryl D. Grant
Co-Chairperson
Communitywide Task Force
617 Vine Street - Suite 1038
Cincinnati, OH 45202

Dear Ms. Grant:

This communication will respond to your request of September 15, regarding progress toward the successful achievement in meeting the goals of the agreement. Most specifically, plans and implementation strategies for the low achieving schools. Please find attached the following:

1) specific responses to seven questions addressed
2) a sample vacancy announcement for a principal position
3) needs assessment document developed by Local School Advisory Committees for Rothenberg, Hayes, Windsor, and Heinold.

I can assure you that every effort is being undertaken by teachers, principals, and central office administrative staff to make this plan a successful reality. As you are aware, this is a total school district commitment. If there is more specific information that you require, please contact Dr. Cecil G. Good, 369-4085, who has a major role in implementation and monitoring.

Sincerely,

Lee Etta Powell, Ed.D.
Superintendent of Schools

Attachments

Telephone (1-513) 369-4000

1. What is the current status of the components of the plan?

The conceptual management plan establishes goals and objectives for all Low Achieving Schools. The plan identifies seven program components for implementation. These components provide direction and establish common elements in all Low Achieving Schools, yet allow individual schools the autonomy to design strategies for implementing the Low Achieving Program Plan.

Component 1. School-Wide Assessment

The Evaluation Branch has provided each school with a comprehensive analysis of data related to the school including California Achievement scores, student and teacher attendance, student health needs, mobility of students and staff and staff self-analysis. Teachers will examine this data and any information the school may possess to develop a school profile. With the local school support personnel, teachers will develop strategies to increase student academic achievement. These will be developed during each school's retreat and in subsequent staff meetings.

Component 2. Staff Training

It is recognized that staff training is critical to achieving the goals stated in the comprehensive plan. The first step of the training began with a meeting of all principals of Low Achieving Schools in early September to plan a two-day retreat for all staff. The retreats are now scheduled for all Low Achieving Schools. Continuous inservice will be provided to staff which will include topics as identified through self-analysis and assessed school needs.

Component 3. Extended Instructional Time

The schools have initiated an after-school tutorial program through the realignment of Chapter I staff. The extended day program will allow practice time, a homework center and support activities for the regular instructional program.

In addition to the certificated staff members, schools will utilize volunteer tutors including parents, Partners in Education, and community persons to increase the assistance given to students.

Component 4. Effective Delivery of Instruction

As schools conduct the needs assessment, the organizational structure within the school may be altered. Organizational patterns being considered are self-contained classes at grades 4-6 and to assign teachers to work with students for a two year period rather than the usual one. Through observation and the achievement scores of some schools using these organizational patterns, there is every reason to expect improvement in discipline and achievement. The Unified K-12 Reading/Communication Arts Program has been expanded to grades 4-6 with its emphasis on providing access to grade level materials for all students. Technological support is currently available in each school. An ongoing inservice program for teachers will ensure the integration of technology into the ongoing program.

Component 5. Student-Focused Impact Team

A counselor has been provided for each of the LAS. The counselor will serve as the lead person on the Student-Focused Impact Team which will include the principal, teachers, the psychologist, nurse and visiting teacher. The purpose of the Student-Focused Impact Team is to address the cognitive, physical and emotional needs of each student. A student profile will be developed in order to address the academic achievement. In addition the team will provide assistance to families to ensure students' success in school.

Component 6. Parental Involvement

Parent meetings have been held in all schools either through the established LSAC/PTA or as a result of efforts to create a parent organization. It is the expectation that each school will have a structure for a parent organization, as well as utilizing parents as volunteers.

Component 7. Cultural Enrichment

Each school will identify activities in their individual school strategy plans which will be conducted to implement this component. The Central Office will assist in identifying resources to support these activities.

2. Given that 4 of the 7 "LAS" schools have new principals this year, can you share the criteria employed for selection of these principals and are there special criteria for "LAS school" administrators?

Criteria for the selection of principal are outlined in the position description for the elementary principalship (see the attached vacancy announcement) coupled with the elements of a needs assessment provided by the L.S.A.C. Samples of the needs assessment for each of the four principal vacancies are attached. A thorough screening process occurs prior to the appointment of any principal.

3. Are there special criteria for selection of the building staff at the LAS schools?

Special criteria are often designated by the individual principal. Teachers desiring a transfer into a school may be screened by the principal using the criteria of training, experience and qualification. In terms of teachers new to the district, the latitude of a school principal is greater. In most instances, the principal is given a number of candidates to interview prior to making a recommendation for selection. Since all L.A.S. teachers require an elementary certificate, we are fortunate to have a very large pool of candidates from which to select the most qualified candidate.

5. What programs have been implemented or are planned to stabilize the teaching/administrative staffs at the LAS schools and to develop "team cohesiveness" there?

The primary program for developing team cohesiveness and stabilizing staff at the LAS is ongoing training which includes the two-day retreat for each staff. The focus of the retreat is to develop individual school strategies which will address team building, school cohesiveness and general commitment of staff through a raised awareness of the needs, as well as an enhanced focus. Members of the Central Office staff have volunteered to serve as substitutes for teachers and principals during their absence for the retreat.

6. What is the District's thinking with respect to extra rewards to lure teachers/administrators who could bring needed and exceptional skills to the LAS schools?

The district is exploring through its Career in Teaching Program, rewards and incentives to attract teachers to schools which have special needs. The current Collective Bargaining Agreement provides for a uniform compensation program no matter the assignment of the teacher. Although principals are entitled to apply for a transfer, it is still the Superintendent's prerogative to transfer a current principal to a school when that principal's skills and expertise can be better utilized.

7. What is the District's assessment of its program towards meeting the Settlement's obligations concerning the Low Achieving Schools?

It is our expectation that all Settlement obligations will be achieved as they relate to Low Achieving Schools. Our comprehensive plan gives schools and principals common directions. The total staff is involved and aware that the academic achievement in LAS is a top priority.

Cincinnati Public Schools
Personnel Branch

Please Post

Vacancy Announcement

June 16, 1989

The Cincinnati Public Schools invite applications for the position of **PRINCIPAL AT ROTHENBERG ELEMENTARY SCHOOL.** Rothenberg has a staff of 27 and a student population of 400. School and community-wide resources are readily available to the principal in providing a well-rounded instructional program for students. The district is seeking an educational leader who will be committed to a quality program at this school.

QUALIFICATIONS

CERTIFICATION:	Elementary principal's certificate valid for the State of Ohio.
TRAINING:	Master's degree or beyond with a concentration in educational administration.
EXPERIENCE:	Three years as a successful teacher or in a teacher related position; two years in an administrative or supervisory position preferably at the elementary level.

SPECIAL SKILLS AND ATTRIBUTES

PROVIDES exemplary leadership and SERVES as a positive role model.

FUNCTIONS effectively in a multi-cultural setting.

INTERPRETS overall goals and objectives of the Cincinnati Public Schools to the students, staff, and community.

PLANS and COORDINATES programs designed to assist in achieving school/community goals.

COMMUNICATES effectively in both oral and written form with a diversified population.

UNDERSTANDS the growth and development of elementary aged students.

SPECIAL SKILLS AND ATTRIBUTES (continued)

DEVELOPS strong parental and community involvement.

INSTILLS and PERPETUATES enthusiasm for the school programs.

PERFORMANCE RESPONSIBILITIES

1) EXECUTES the specific policies established by the Board of Education as well as DEVELOPS and EXECUTES local school policies within the framework of the Board and local, state, and federal regulations.

2) PROVIDES the instructional leadership for an effective school program. ORGANIZES and SUPERVISES both the curricular and extra-curricular programs of the school.

3) DEVELOPS and PROMOTES quality integrated cultural activities in the school.

4) SUPERVISES and EVALUATES the performance of teachers, assistant principal(s), and non-certificated personnel; TRAINS new employees; INITIATES and/or RECOMMENDS personnel action for employees within the school.

5) MAINTAINS a continuous evaluation of the school´s instructional program.

6) EVALUATES and EFFECTS plans for development and change in educational programs within the school.

7) ESTABLISHES and MAINTAINS positive communications between school and community including the home and social agencies. WORKS actively with and PROVIDES support to the Local School Advisory Committee, and other local parent-school organizations.

8) ADMINISTERS the Collective Bargaining Agreement and other district contracts.

9) PREPARES and/or is responsible for the preparation of various reports.

10) SUPERVISES the care of Cincinnati Public Schools´ equipment and facilities.

11) ESTABLISHES and MONITORS appropriate standards of student behavior and attendance, SETS the tone of the school´s academic learning climate, and MAINTAINS effective communication in these areas with students, staff, and parents.

12) PLANS and ESTABLISHES work methods and procedures within his/her specific school and ASSIGNS job responsibilities.

13) DEVELOPS the total school organization as well as PREPARES and EXECUTES the instructional schedule where applicable.

PERFORMANCE RESPONSIBILITIES (continued)

14) COORDINATES local school staff development activities.

15) MAINTAINS and CONTROLS the school's budget and student activity funds within Board of Education guidelines.

16) DEVELOPS local school goals through staff, students, and community involvement.

17) PLANS and CONDUCTS faculty meetings.

18) PERFORMS other tasks as assigned by the Area Assistant Superintendent.

CONTRACT PROVISIONS

TYPE OF CONTRACT:	Limited - 220 days
CONTRACTUAL YEAR:	August 1, 1989 - July 31, 1990
SALARY RANGE:	$47,372.92 - $54,441.16

APPLICATION PROCEDURE

All interested applicants are invited to submit to Mr. Roger C. Effron, Personnel Director, a letter of application highlighting qualifications for this position and a resume. Please include a photocopy of the certificate required (unless on file in the Certificated Personnel Office) for this position and the names, titles, and addresses of three professional references.

The resume must be time stamped in the Certificated Personnel Office, 230 East Ninth Street, Cincinnati, Ohio 45202, no later than 4:30 p.m. on Wednesday, July 5, 1989.

AN EQUAL OPPORTUNITY EMPLOYER

Minority, Female, Handicapped Personnel are Encouraged to Apply

APPROVED: ______________________ DATE: 6/15/89

Reginald L. Green, Deputy Superintendent
Administration, Curriculum & Instruction

E-38

ROTHENBERG SCHOOL LSAC

PRINCIPAL SELECTION PROCESS

The Rothenberg School Local School Advisory Committee met on Tuesday, May 25, 1989 to discuss principal selection. After reviewing the Board of Education's Principal Selection Policy, the following list of needs, characteristics and qualifications was generated by the committee.

The Rothenberg School needs:

- A principal with inner city school background. Someone who has had experience with minority populations. The person needs to possess diplomacy in order to deal with the area, the parents and the community.
- A principal who wishes to be at Rothenberg and has a deep concern and understanding for the children at the school; not someone who wishes to use the principal position as a "stepping stone".
- A strong principal with the ability to encourage, motivate and communicate with the staff to improve morale.
- A knowledgable curriculum leader who believes that all children can learn and achieve when given guidance and a feeling of self-worth.
- A principal with a firm, fair discipline plan and the ability to implement that plan with consistency throughout the school.

The following characteristics and qualifications were deemed necessary for the principal of Rothenberg. The principal should:

- Have a positive attitude.
- Have high expectations of staff, students and self.
- Have a belief in shared decision making.
- Have a willingness to learn from others.
- Have a willingness to pursue parental involvement.
- Have guidance and counseling skills for discipline purposes.
- Be respectable and affectionate.
- Be a resourceful, wise person to deal with finances available to the school as well as pursuing alternative funds.
- Have the ability to cope with stress.
- Have the ability to recognize the talents of others and utilize those talents to manage the needs of the school.

RCB/kb
5/28/89

HAYS SCHOOL LSAC

PRINCIPAL SELECTION PROCESS

The Hays School Local School Advisory Committee met on Friday, June 2, 1989, to discuss principal selection. After reviewing the Board of Education's Principal Selection Policy, the following list of needs, characteristics and qualifications was generated by the committee.

The Hays School needs:

- A principal who will understand the children, the parents, the community and the culture they represent. One who will actively recruit parental and community involvement in the programs and activities at the school.

- A principal who will continue the existing successful program and the attitude of "We Can - We Will".

- A principal who wishes to be at Hays and will commit to the school.

- A principal who is a disciplined person who can serve as a role model to staff and students in order to create an effective learning environment. One who uses creative methods when disciplining.

- A principal who is a strong instructional leader who will continue to improve student academic achievement while motivating staff and students to excel in all areas.

The following characteristics and qualifications were deemed necessary for the prinicpal of Hays. The principal should be:

- A strong curriculum leader, able to motivate the entire staff.
- A firm, fair, consistent disciplinarian.
- An open personality who will communicate and cooperate with staff, students, parents and community. (Shared decision making).
- A dedicated, enthusiastic person who is supportive of staff, students, parents and community.

The following characteristics and qualifications were deemed desirable for the principal of Hays. The principal should be:

- A motivator.
- Resourceful and creative.
- Public relations minded.
- Conscious of drug awareness activities available.
- Outgoing and visible in the school and community.
- Flexible.

RCB/kb
6/5/89

NEEDS ASSESSMENT
WINDSOR ELEMENTARY SCHOOL
8-14-89

Needs of the School

- Improved academic achievement (reading, mathematics, writing)
- Parent involvement
- Improved attendance
- Social Skills development and discipline
- Intercultural and interracial understanding activities
- Continue Partner-in-Education Program
- Continue Brotherhood and Black History Programs
- Continue Tutoring Programs
- Increase community involvement

Qualities/Expectations of the Principal

- Cares about and relates to children
- Works well with staff, parents and community
- Good disciplinarian (fair and consistent)
- Sets high expectations for self, staff and students
- Experiences in a school similar to Windsor
- Knowledgeable of educational resources (Laser Learning, WASATCH, Writing to Read, Math Computer Programs)
- Cares for the needs of the whole child
- Believes that every child can learn
- Flexible
- Sense of humor
- Emphasizes high attendance for staff and students
- A good leader and role model for students, staff and parents
- Good rapport with parents
- Will plan activities with parents
- Someone who makes parents feel welcome in the school and positive about the school
- Knowledgeable of new reading program
- Knowledgeable of the Low Achieving School plan and the UDP plan
- A person who can build good staff morale
- Enthusiastic
- Someone who will listen to teachers' input before making decisions

jb

There was an LSAC meeting held on April 17, 1989, at Heinold School to discuss principal selection. After reviewing the Board of Education's Principal Selection Policies, the following is a list of characteristics and qualifications generated by the Heinold LSAC which they deem necessary for candidates considered for Principal at Heinold. The candidate for Principal should have:

1. K-6 or K-8 teaching and/or administrative experience with a working knowledge of I.G.E. alternative;
2. successful teaching and administrative experience;
3. knowledge in all areas of curriculum;
4. experience in parent and community relations;
5. fair, firm, and strong disciplinary methods;
6. the ability to communicate and support the entire staff;
7. strong special education experience and be supportive of the special education program;
8. a commitment to the I.G.E. alternative program at Heinold;
9. a desire and a willingness to develop and implement a long range plan for Heinold School;
10. the ability to coordinate and inspire teamwork and be willing to implement shared decision-making procedures;
11. knowledge of, and a willingness to take advantage of, the services available through community agencies; and
12. experience with a large school environment.

A follow-up LSAC meeting was held on April 19, 1989, to conclude the principal selection process.

Cincinnati Public Schools
Personnel Branch

Please Post

Vacancy Announcement

June 16, 1989

The Cincinnati Public Schools invite applications for the position of **PRINCIPAL AT HAYS ELEMENTARY SCHOOL.** With a staff of 24 and a student population of 390 students, Hays progresses on its theme of "WE CAN - WE WILL." The district is seeking a visible, educational leader who will continue to improve academic achievement while motivating both students and staff.

QUALIFICATIONS

CERTIFICATION:	Elementary principal's certificate valid for the State of Ohio.
TRAINING:	Master's degree or beyond with a concentration in educational administration.
EXPERIENCE:	Three years as a successful teacher or in a teacher related position; two years in an administrative or supervisory position preferably at the elementary level.

SPECIAL SKILLS AND ATTRIBUTES

PROVIDES exemplary leadership and SERVES as a positive role model.

FUNCTIONS effectively in a multi-cultural setting.

INTERPRETS overall goals and objectives of the Cincinnati Public Schools to the students, staff, and community.

PLANS and COORDINATES programs designed to assist in achieving school/community goals.

COMMUNICATES effectively in both oral and written form with a diversified population.

UNDERSTANDS the growth and development of elementary aged students.

SPECIAL SKILLS AND ATTRIBUTES (continued)

DEVELOPS strong parental and community involvement.

INSTILLS and PERPETUATES enthusiasm for the school programs.

PERFORMANCE RESPONSIBILITIES

1) EXECUTES the specific policies established by the Board of Education as well as DEVELOPS and EXECUTES local school policies within the framework of the Board and local, state, and federal regulations.

2) PROVIDES the instructional leadership for an effective school program. ORGANIZES and SUPERVISES both the curricular and extra-curricular programs of the school.

3) DEVELOPS and PROMOTES quality integrated cultural activities in the school.

4) SUPERVISES and EVALUATES the performance of teachers, assistant principal(s), and non-certificated personnel; TRAINS new employees; INITIATES and/or RECOMMENDS personnel action for employees within the school.

5) MAINTAINS a continuous evaluation of the school's instructional program.

6) EVALUATES and EFFECTS plans for development and change in educational programs within the school.

7) ESTABLISHES and MAINTAINS positive communications between school and community including the home and social agencies. WORKS actively with and PROVIDES support to the Local School Advisory Committee, and other local parent-school organizations.

8) ADMINISTERS the Collective Bargaining Agreement and other district contracts.

9) PREPARES and/or is responsible for the preparation of various reports.

10) SUPERVISES the care of Cincinnati Public Schools' equipment and facilities.

11) ESTABLISHES and MONITORS appropriate standards of student behavior and attendance, SETS the tone of the school's academic learning climate, and MAINTAINS effective communication in these areas with students, staff, and parents.

12) PLANS and ESTABLISHES work methods and procedures within his/her specific school and ASSIGNS job responsibilities.

13) DEVELOPS the total school organization as well as PREPARES and EXECUTES the instructional schedule where applicable.

E-44

PERFORMANCE RESPONSIBILITIES (continued)

14) COORDINATES local school staff development activities.

15) MAINTAINS and CONTROLS the school's budget and student activity funds within Board of Education guidelines.

16) DEVELOPS local school goals through staff, students, and community involvement.

17) PLANS and CONDUCTS faculty meetings.

18) PERFORMS other tasks as assigned by the Area Assistant Superintendent.

CONTRACT PROVISIONS

TYPE OF CONTRACT:	Limited - 220 days
CONTRACTUAL YEAR:	August 1, 1989 - July 31, 1990
SALARY RANGE:	$47,372.92 - $54,441.16

APPLICATION PROCEDURE

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The resume must be time stamped in the Certificated Personnel Office, 230 East Ninth Street, Cincinnati, Ohio 45202, no later than 4:30 p.m. on Wednesday, July 5, 1989.

AN EQUAL OPPORTUNITY EMPLOYER
Minority, Female, Handicapped Personnel are Encouraged to Apply

APPROVED: Reginald L Green
Reginald L. Green, Deputy Superintendent
Administration, Curriculum & Instruction

DATE: 6/15/89

Cincinnati Public Schools
Personnel Branch

E-45

Please Post

Vacancy Announcement

May 9, 1989

The Cincinnati Public Schools invite applications for the position of **PRINCIPAL AT WESTWOOD ELEMENTARY SCHOOL.** Westwood Elementary, Grades K-6, has a student population of 700 and a faculty of 26. Westwood is a growing neighborhood school that has been a merit school for the past four years. The school has very active community involvement especially in the area of parent volunteers and P.T.A. The school district is seeking a highly qualified and enthusiastic principal to provide leadership to this school.

QUALIFICATIONS

CERTIFICATION:	Elementary principal's certificate valid for the State of Ohio.
TRAINING:	Master's degree or beyond with a concentration in educational administration.
EXPERIENCE:	Three years as a successful teacher or in a teacher related position; two years in an administrative or supervisory position preferably at the elementary level.

SPECIAL SKILLS AND ATTRIBUTES

PROVIDES exemplary leadership and SERVES as a positive role model.

FUNCTIONS effectively in a multi-cultural setting.

INTERPRETS overall goals and objectives of the Cincinnati Public Schools to the students, staff, and community.

PLANS and COORDINATES programs designed to assist in achieving school/community goals.

COMMUNICATES effectively in both oral and written form with a diversified population.

UNDERSTANDS the growth and development of elementary aged students.

SPECIAL SKILLS AND ATTRIBUTES (continued)

DEVELOPS strong parental and community involvement.

INSTILLS and PERPETUATES enthusiasm for the school programs.

PERFORMANCE RESPONSIBILITIES

1) EXECUTES the specific policies established by the Board of Education as well as DEVELOPS and EXECUTES local school policies within the framework of the Board and local, state, and federal regulations.

2) PROVIDES the instructional leadership for an effective school program. ORGANIZES and SUPERVISES both the curricular and extra-curricular programs of the school.

3) DEVELOPS and PROMOTES quality integrated cultural activities in the school.

4) SUPERVISES and EVALUATES the performance of teachers, assistant principal(s), and non-certificated personnel; TRAINS new employees; INITIATES and/or RECOMMENDS personnel action for employees within the school.

5) MAINTAINS a continuous evaluation of the school's instructional program.

6) EVALUATES and EFFECTS plans for development and change in educational programs within the school.

7) ESTABLISHES and MAINTAINS positive communications between school and community including the home and social agencies. WORKS actively with and PROVIDES support to the Local School Advisory Committee, and other local parent-school organizations.

8) ADMINISTERS the Collective Bargaining Agreement and other district contracts.

9) PREPARES and/or is responsible for the preparation of various reports.

10) SUPERVISES the care of Cincinnati Public Schools' equipment and facilities.

11) ESTABLISHES and MONITORS appropriate standards of student behavior and attendance, SETS the tone of the school's academic learning climate, and MAINTAINS effective communication in these areas with students, staff, and parents.

12) PLANS and ESTABLISHES work methods and procedures within his/her specific school and ASSIGNS job responsibilities.

13) DEVELOPS the total school organization as well as PREPARES and EXECUTES the instructional schedule where applicable.

PERFORMANCE RESPONSIBILITIES (continued)

14) COORDINATES local school staff development activities.

15) MAINTAINS and CONTROLS the school's budget and student activity funds within Board of Education guidelines.

16) DEVELOPS local school goals through staff, students, and community involvement.

17) PLANS and CONDUCTS faculty meetings.

18) PERFORMS other tasks as assigned by the Area Assistant Superintendent.

CONTRACT PROVISIONS

TYPE OF CONTRACT:	Limited - 220 days
CONTRACTUAL YEAR:	August 1, 1989 - July 31, 1990
SALARY RANGE:	$47,372.92 - $54,441.16

APPLICATION PROCEDURE

All interested applicants are invited to submit to Mr. Roger C. Effron, Personnel Director, a letter of application highlighting qualifications for this position and a resume. Please include a photocopy of the certificate required (unless on file in the Certificated Personnel Office) for this position and the names, titles, and addresses of three professional references.

The resume must be time stamped in the Certificated Personnel Office, 230 East Ninth Street, Cincinnati, Ohio 45202, no later than 4:30 p.m. on Friday, May 26, 1989.

AN EQUAL OPPORTUNITY EMPLOYER
Minority, Female, Handicapped Personnel are Encouraged to Apply

APPROVED: ______________________ DATE: May 9, 1989
Reginald L. Green, Deputy Superintendent
Administration, Curriculum & Instruction

JMEV011

Cincinnati Public Schools
Personnel Branch

Please Post

Vacancy Announcement

October 18, 1989

The Cincinnati Public Schools invite applications for the position of PRINCIPAL AT KILGOUR ELEMENTARY SCHOOL. Kilgour Elementary School has a student enrollment of 440 students in grades K-6 and a professional staff of 21. The school has a diversified curriculum including classes for the gifted. The school has strong community involvement which includes a volunteer tutoring program. Two computer labs support the instructional program. Recently Kilgour received recognition as the neighborhood elementary school with the highest percentage who scored at or above the national norm in reading and language arts. The school district is seeking a highly qualified educator to provide the leadership to this school.

QUALIFICATIONS

CERTIFICATION:	Elementary principal´s certificate valid for the State of Ohio.
TRAINING:	Master´s degree or beyond with a concentration in educational administration.
EXPERIENCE:	Three years as a successful teacher or in a teacher related position and two years in an administrative or supervisory position preferably at the elementary level.

SPECIAL SKILLS AND ATTRIBUTES

DEMONSTRATES exemplary leadership and SERVES as a positive role model.

FUNCTIONS effectively in a multi-cultural setting.

KNOWLEDGEABLE of successful instructional strategies and programs.

INTERPRETS overall goals and objectives of the Cincinnati Public Schools to the students, staff, and community.

PLANS and COORDINATES programs designed to assist in achieving school/community goals.

SPECIAL SKILLS AND ATTRIBUTES (continued)

COMMUNICATES effectively in both oral and written form with a diversified population.

UNDERSTANDS the growth and development of elementary aged students.

DEVELOPS strong parental and community involvement.

DEMONSTRATES and MODELS sensitivity to the needs of high risk students.

INSTILLS and PERPETUATES enthusiasm for the school programs.

PERFORMANCE RESPONSIBILITIES

1) EXECUTES the specific policies established by the Board of Education as well as DEVELOPS and EXECUTES local school policies within the framework of the Board and local, state, and federal regulations.

2) PROVIDES the instructional leadership for an effective school program. ORGANIZES and SUPERVISES both the curricular and extracurricular programs of the school.

3) DEVELOPS and PROMOTES quality integrated cultural activities in the school.

4) SUPERVISES and EVALUATES the performance of teachers, assistant principal(s), and non-certificated personnel; TRAINS new employees; INITIATES and/or RECOMMENDS personnel action for employees within the school.

5) MAINTAINS a continuous evaluation of the school´s instructional program.

6) EVALUATES, DESIGNS, and IMPLEMENTS programs to meet specific school needs---DETERMINES priorities and ASSIGNS responsibilities.

7) ESTABLISHES and MAINTAINS positive communications between school and community including the home and social agencies. WORKS actively with and PROVIDES support to the Local School Advisory Committee, and other local parent-school organizations.

8) ADMINISTERS the Collective Bargaining Agreement and other district contracts.

9) PREPARES and/or is responsible for the preparation of various reports.

10) SUPERVISES the care of Cincinnati Public School´s equipment and facilities.

PERFORMANCE RESPONSIBILITIES (continued)

11) ESTABLISHES and MONITORS appropriate standards of student behavior and attendance, SETS the tone of the school's academic learning climate, and MAINTAINS effective communication in these areas with students, staff, and parents.

12) PLANS and ESTABLISHES work methods and procedures within his/her specific school and ASSIGNS job responsibilities.

13) DEVELOPS the total school organization as well as PREPARES and EXECUTES the instructional schedule where applicable.

14) DIRECTS local school staff development activities including professional growth aimed at improving the quality of instruction and staff morale.

15) MAINTAINS and ADMINISTERS the school's budget and student activity funds within Board of Education guidelines.

16) DEVELOPS local school goals through staff, students, and community involvement.

17) PLANS and CONDUCTS faculty meetings.

18) PERFORMS other tasks as assigned.

CONTRACT PROVISIONS

TYPE OF CONTRACT:	Limited - 220 days
SALARY RANGE:	$47,372.92 - $56,778.70 based on training and experience

APPLICATION PROCEDURE

All interested applicants are invited to submit to Mr. Roger C. Effron, Personnel Director, a letter of application highlighting qualifications for this position and a resume. Please include a photocopy of the certificate required (unless on file in the Certificated Personnel Office) for this position and the names, titles, and addresses of three professional references.

The resume must be time stamped in the Certificated Personnel Office, 230 East Ninth Street, Cincinnati, Ohio 45202, no later than 4:30 p.m. on Friday, November 3, 1989.

AN EQUAL OPPORTUNITY EMPLOYER
Minority, Female, Handicapped Personnel are Encouraged to Apply

JMEV017

ADDENDUM

RECOMMENDATIONS OF SUPERINTENDENT OF SCHOOLS

SECTION 3 - CERTIFICATED PERSONNEL

A. PROMOTION

The Superintendent recommends approval of a promotion for the following, effective August 22, 1989. Funding is from the General Fund.

			From:
Elementary Principal (220-day) (Acting) - Class VI (Doctor´s Degree)			
Catherine M. Petrosky	$51,565.48	Kilgour	Associate Supervisor
Elementary Assistant Principal (200-day) - Class V (Master´s Degree plus 30 hours)			
Jay Parks	$40,556.71	Oyler/Rockdale	Teacher
Elementary Principal (220-day) - Class IV (Master´s Degree)			
Edith C. Williams	$49,290.05	Douglass	Elementary Assistant Principal
Secondary Assistant Principal (210-day) - Class IV (Master´s Degree)			
Michael G. Hicks	$43,630.42	Woodward	Secondary Assistant Principal (Acting)
Associate Supervisor (210-day) - Class IV (Master´s Degree)			
Gerard F. Shields	$43,630.42	Voc./Continuing Education Branch	Associate Supervisor (Acting)
Elementary Assistant Principal (200-day) - Class IV (Master´s Degree)			
Sara K. Eisenhardt	$40,299.17	Heberle	Teacher-Specialist

B. ADMINISTRATIVE TRANSFER

As a matter of record, the following administrative transfers are reported. Effective date is August 22, 1989. Funding is from the General Fund.

	To:	From:
Junior High Principal Patricia A. Surber	Windsor	Adm., Curriculum and Instruction
Elementary Principal Edwin R. Dawley	Chase	Kilgour

Lee Etta Powell
Superintendent of Schools
Cincinnati Public Schools

RECOMMENDATIONS OF SUPERINTENDENT OF SCHOOLS

SECTION 1 - CERTIFICATED PERSONNEL

A. CHANGE IN STATUS

The Superintendent recommends approval of a change in status for the following, effective August 10, 1989. Funding is from the General Fund.

Elementary Principal (220-day) - Class IV (Master's Degree)			
Janet Kent	$52,367.52	Hays	Supervisor - Grants Adm.

B. ADMINISTRATIVE TRANSFER

As a matter of record, the following administrative transfers are reported. Effective date is August 10, 1989.

Elementary Principal	To:	From:
Wilbur Lee Sanford	South Avondale	Windsor
Patricia A. Torrey	Rothenberg	Chase

C. PROMOTION

The Superintendent recommends approval of a promotion for the following, effective August 10, 1989 Funding is from the General Fund.

Junior High Principal (220-day) - Class IV (Master's Degree)			From:
Rita C. Swegman	$50,414.58	**Heinold**	Junior High Principal (Acting)

Elementary Assistant Principal (200-day) - Class V (Master's Degree plus 30 hours)			
Shirley J. Stewart	$44,348.14	S.C.P.A.	Elem. Asst. Principal (Acting)

Elementary Assistant Principal (200-day) - Class IV (Master's Degree)			
John M. Hader	$41,247.02	Eastern Hills	Elem. Asst. Principal Heberle/Rockdale (Acting)
David L. Mack	40,299.17	Roberts Paideia	Elem. Asst. Principal (Acting)

Lee Etta Powell
Superintendent of Schools

E-53

Planning,
Research &
Evaluation Branch

The Low-Achieving Schools Program

An Evaluation Report 1988-1989

Prepared by
Mr. Jerry W. Moore

Cincinnati Public Schools

Office of the Superintendent

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EXECUTIVE SUMMARY
THE LOW-ACHIEVING SCHOOLS PROGRAM
CINCINNATI PUBLIC SCHOOLS
1988-1989

For the fifth year the Low-Achieving Schools Program provided Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor Elementary Schools additional support to improve the performance of their students in reading and mathematics. This Bronson Settlement Agreement funded program began in the fall of 1984 and school selection was based on the low achievement levels of students in reading at these seven schools.

Approximately five million dollars was provided for these schools under the Bronson Settlement Agreement to be spent over seven years (1984-85 through 1990-91). The 1988-89 budget was slightly over six hundred thousand dollars.

Schools utilized funds primarily to fund additional personnel such as coordinating teachers and instructor assistants. Some funds were used to purchase additional equipment, materials and supplies. Computerized instruction in reading and mathematics was continued.

An analysis of achievement test results indicated that most students performed in the average or below average stanine categories in both reading and mathematics. The percentage of students at or above the national norm in reading between 1988 and 1989 increased by 2.0 percentage points but decreased in mathematics by 3.7 percentage points. However, the difference between the percentage of students performing at or above the national norm in reading and mathematics at the seven program schools and the same percentage of all students system-wide has declined since the program's inception (reading: 1984 - 25.8, 1989 - 18.1; mathematics: 1984 - 21.1, 1989 - 16.9). This indicates that the achievement gap between program students and all others throughout the district has been reduced. Whereas this difference has declined in each school in particular in reading, it has only declined at three of the program schools in mathematics.

Hoffman and Windsor have progressed well in the rankings of schools in reading and mathematics since 1984. All other schools have improved their rankings only slightly in either reading or mathematics.

An analysis of normal curve equivalents (NCE) gains for 1988-89 indicated that the seven program schools experienced a loss in reading (-0.9 NCEs) and this loss was slightly less than the system average (-1.0 NCE). The loss in NCEs in mathematics (-2.5 NCEs) was greater than the system loss (-1.6 NCEs).

In general, students receiving instruction in Wasatch computer labs tended to perform better in reading than predicted. However, computerized instruction in other computer labs (Writing to Read, Apple IIe) was not, in general, associated with achievement progress in reading or mathematics equal to or greater than the achievement progress of other students throughout the system.

The attendance rate for program schools decreased by 0.7 percentage points which was slightly more than the attendance rate decline for all elementary schools (-0.3 percentage points).

Parents and teachers on average were less positive than corresponding groups throughout the system in their attitudes toward program schools. Students were slightly more positive about their school than all students throughout the system. Attitudes toward school for all three groups were slightly less positive than they were in the previous school year.

A new plan for the Low-Achieving Schools Program was developed in the spring of 1989. Five year goals were established which addressed student achievement, staff training, student support services and parental involvement.

THE LOW-ACHIEVING SCHOOLS PROGRAM

Introduction

The Low-Achieving Schools Program was implemented in September of 1984 in order to improve student achievement levels in the lowest achieving schools in the Cincinnati Public Schools. The primary impetus for this program was the 1984 negotiated settlement between the Cincinnati Public Schools and the National Association for the Advancement of Colored People. This settlement, termed the Bronson Settlement Agreement, not only established racial balance goals for the school system but also mandated special efforts to address the educational needs of students in these low-achieving schools. Approximately five million dollars, to be spent over a period of seven years (1984-85 through 1990-91), was allocated to this program under the terms of this agreement.

The seven lowest elementary schools in a ranking of schools based on student reading scores were selected for this program. These schools were Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor elementary schools. The specific measure used to develop this ranking was the percentage of students scoring at or above the national norm in reading on the California Achievement Tests administered in April 1983.

Program Description

The Low-Achieving Schools Program was structured similarly at each of the seven schools in 1984, but each school was able to make appropriate adjustments that were necessary to best meet its own unique needs. Also, some changes in the program's original design have occurred over the last five years.

Extra Personnel

An instructional leader was an important component of the program and was desired for each school. Since Heinold had an assistant principal, which the other schools did not, Heinold chose not to include an instructional leader in its program. Hoffman elected to include an administrative assistant instead of an instructional leader. Both the instructional leaders and the administrative assistant's main role was assisting classroom teachers in various ways to improve the overall instructional program of the school.

Rothenberg added a teacher to its staff to run a remedial program for first grade students.

Heinold used Bronson Settlement funds to place two additional classroom teachers in grades 7 and 8 to lower overall classroom sizes. A third teacher was assigned an in-school suspension classroom which served all grades.

Heberle included a counselor on its staff with Bronson funds at the beginning of the 1988-89 school year.

Rothenberg recently chose to use Bronson Settlement Agreement funds to hire an instructor assistant to monitor and help improve student attendance.

All schools, except Heinold, used Bronson Settlement Agreement funds to hire instructor assistants. Most of these additional staff were hired during the first year of the program and were placed as lab managers in the various computer labs established.

Computerized Instruction

Writing to Read computer labs were placed in each school, although not all received them during the first year of the program. This computer lab supported reading and writing instruction for grades K and 1. A few schools funded an instructor assistant for this lab from Bronson Settlement Agreement funds. The other schools placed in this lab instructor assistants funded from other sources. However, Hoffman discontinued its Writing to Read computer lab prior to the 1988-89 school year because of funding.

Wasatch computer labs were placed in four of the schools at the beginning of the first year of the program. These schools were Heberle, Hoffman, Windsor, and Washington Park. An instructor assistant was placed in each of these labs through Bronson Settlement funds. This lab's main focus was reading instruction for students in intermediate grade levels.

All schools received approximately 15 Apple computers. Schools have used these computers for both reading and mathematics instruction. All schools originally set up Apple computer labs, however two schools, Washington Park and Windsor, have since placed the Apple computers in specific classrooms or on mobile carts. Two schools, Hays and Heberle, funded an instructor assistant for their Apple computer lab for the 1988-89 school year from Bronson Settlement Agreement funds. Heinold and Rothenberg each placed an instructor assistant in their Apple computer lab through other funds. Hoffman had no instructor assistant in its lab.

Descriptions of these computer labs can be found in Appendix A where these and other special features of each school's Bronson funded program are discussed.

Remedial Instruction

ECIA Chapter 1 provided remedial reading instruction to needy students in each school and offered each school in the program an opportunity to include in its remedial program a mathematics component. Two schools, Rothenberg and Windsor, elected this option in the first year of the program.

Rothenberg added a prereading classroom for first grade students with very poor reading skills. The Bronson funded teacher of this classroom served a maximum of 16 children.

Other Instructional Improvements

A summer school was funded at each of these schools for the first three years of the program. The summer school's purpose was both enrichment and remediation. This Bronson funded activity was replaced by the Cincinnati Public Schools' districtwide elementary summer school in 1987-88, which was designed to be more comprehensive and tailored to identified student needs.

The Open Court basal reading program was placed in each of the seven schools during the first year of the Low-Achieving Schools Program. This reading program, however, was replaced by the districtwide K-12 Unified Reading/Communication Arts Program.

During the first years of the Low-Achieving Schools Program, several staff in-service training projects were funded; only one school used Bronson funds for training projects during the 1988-89 school year. Funds have been used continually each year to purchase miscellaneous supplies and equipment.

A summary chart of the components of the Low-Achieving Schools Program as found in each of the seven schools during the 1988-89 school year is provided in Table 1. As previously noted, a brief narrative description of some special features of each school's Bronson funded program is presented in Appendix A.

Table 1. Summary of Instructional Program Enhancements in Low-Achieving Schools, 1988-89.

	STAFF			READING				MATHEMATICS		OTHER
SCHOOL	COUNSELOR	TEACHER	INSTRUCTOR ASSISTANT	WASATCH LAB	WRITING TO READ LAB	APPLE II LAB	PREREADING CLASSROOM	APPLE II LAB	ECIA	
Hays	—	1 (Instructional Leader)	1 (Apple II Lab)	No	Yes Gr. K-1	Yes Gr. 1-6	No	Yes Gr. K-6	No	Purchased instructional materials, equipment and supplies
Heberle	1	1 (Instructional Leader)	3 (1-Wasatch Lab, 1-Writing to Read Lab, 1-Apple II Lab)	Yes Gr. 4-6	Yes Gr. K-1	No	No	Yes Gr. 4-6	Yes	Purchased test wisenesss materials, student rewards, equipment and supplies
Heinold	—	3 (2-Classroom, 1-In-School Suspension)	—	No	Yes Gr. K-1	Yes Gr. 2-8	No	Yes Gr. 2-8	No	—
Hoffman	—	1 (Administrative Assistant)	1 (Wasatch Lab)	Yes Gr. 3-6	Computers in Classrooms Gr. K-3	Yes Gr. 2-6	No	Yes Gr. 2-6	No	Purchased instructional materials and supplies
Rothenberg	—	2 (1-Instructional Leader, 1-Prereading Classroom)	3 (1-Reading 1-Writing to Read, 1-Attendance)	No	Yes Gr.1/ 1-Computer in Gr. K Classrooms	Yes Gr. 2-6	Yes	Yes Gr.2-6	Yes	—
Washington Park	—	1 (Instructional Leader)	3 (1-Wasatch 1-Classroom 1-Classroom/Attendance	Yes Gr. 4-6	Yes Gr. K-1	Computers Available on Mobile Carts K-6	No	Computers in Intermediate Mathematics and Science Classrooms/ Computers Available on Mobile Carts K-3	No	After school counseling After school homework assistance Teacher inservice Purchased Resource Center materials, equipment and supplies
Windsor	—	1 (Instructional Leader)	1.5 (1-Wasatch Lab .5-Classroom)	Yes Gr. 4-6	Yes Gr. 1	1-2 Computers in Gr. 2-3 Classrooms	No	Computers in Mathematics Classroom/ 1-2 Computers in Gr. 2-3 Classrooms	No	Purchased test wiseness materials, equipment and supplies

Program Budget

Reported in Table 2 is the Low-Achieving Schools Program budget for the 1988-89 school year. Over one half million dollars was allocated for the program. School allocations were based primarily on student population size; schools, therefore, received varying percentages of the total budget. Heberle with an average daily membership of 738 received 20% of the total and Hoffman with an average daily membership of 358 received slightly less than 10% of the total budget. Over 90% of the Low-Achieving Schools' total budget for the 1988-89 school year was allocated for certificated and civil service personnel.

Table 2. Low-Achieving Schools Program Budget, 1988-89.

School	Personnel (Certificated)	Personnel (Civil Service)	Consultants	Staff Development	Books and Supplies	Equipment	Totals
Hays	$ 59,206	$ 13,265	$ 0	$ 0	$ 4,000	$ 2,050	$ 78,521
Heberle	73,075	31,623	0	0	10,795	5,499	120,992
Heinold	92,546	0	0	0	0	0	92,546
Hoffman	43,000	12,000	0	0	3,275	0	58,275
Rothenberg	46,435	31,623	0	0	0	5,400	83,458
Washington Park	52,200	33,200	1,000	6,000	7,000	1,500	100,900
Windsor	43,600	19,178	0	0	1,400	2,448	66,626
TOTALS	$410,062	$140,889	$1,000	$6,000	$26,470	$16,897	$601,318

Staff and Student Characteristics

Thirty-two percent or more of each school's staff had master's degrees or above. The percentage of black staff members at each school was between 28% and 48%. Almost all students at each school were from families with low incomes. The percentage of black students from each school ranged from 61.6%

to 99.7%. Provided in Tables 3 and 4 are descriptive data of the staff and student populations of each school.

Table 3. Descriptive Data of Each School Staff in Low-Achieving Schools, October, 1988.

School	Total Number Staff	Average Age of Staff	Percent of Staff With Master's Degree or Above	Race and Gender			
				Black		White	
				M	F	M	F
Hays	31	38	32%	3%	29%	0%	68%
Heberle	40	41	50%	10%	30%	7%	53%
Heinold	42	43	43%	12%	26%	17%	45%
Hoffman	22	36	36%	4%	32%	14%	50%
Rothenberg	32	42	59%	0%	41%	9%	50%
Washington Park	36	45	47%	3%	25%	8%	64%
Windsor	24	41	42%	4%	29%	13%	54%

Table 4. Descriptive Data of Each Student Population in Low-Achieving Schools, 1988-89.

School	ADM*	ADA*	Attendance Rate	Percent Black	Percent from Low-Income Families**	Mobility Rate	Promotion Rate	Number Suspensions	Number Expulsions
Hays	403	367	91.1%	91.1%	98.5%	41.6%	92.9%	73	0
Heberle	738	670	90.8	61.6	94.5	74.4	100.0	22	0
Heinold	561	510	90.9	69.2	93.4	26.2	89.8	195	0
Hoffman	358	332	92.7	99.7	94.5	57.2	93.4	11	0
Rothenberg	455	402	88.4	90.7	95.4	58.6	93.9	50	0
Washington Park	518	470	90.7	85.9	94.0	47.8	92.5	187	1
Windsor	342	320	93.6	98.6	90.5	58.2	96.9	2	1

* ADM/ADA = Average Daily Membership/Average Daily Attendance.

** Based on the number of students in free or reduced lunch program.

Evaluation Results

The goals of the Low-Achieving Schools Program continue to be improvement in reading and mathematics achievement. Since the original identification of schools in the program was done on school rankings of the percentage of students at or above the national norm on the California Achievement Tests, it was important to investigate improvement in these school rankings. To do this analysis, it was necessary to determine each school's actual achievement performance.

Student Achievement

The revised and recently normed California Achievement Tests (Form E) was administered in April 1988 and 1989 to all students in the Cincinnati Public Schools in grades K-11. The schools in the Low-Achieving Schools Program participated in this districtwide testing program along with all other schools. Data reported herein from 1984 to 1987 reflect results from Forms C and D of the earlier version of the California Achievement Tests grades 1-6 at each school except Heinold where grades 1-8 are reported. System averages reported for these years are for grades 1-6.

Achievement Distribution and Percentage At or Above National Norm

The number and percentage of students in the seven program schools in the three stanine categories - below average (stanines 1, 2 and 3), average (stanines 4, 5 and 6) and above average (stanines 7, 8 and 9) - are reported in Table 5. The data indicated that 49.1% of these students were in the average achievement range in reading, with 43.3% in the below average range, and with 5.6% in the above average achievement range. In mathematics 47.3% were in the average achievement range, with 43.3% in the below average range, and 9.4% in the above average achievement range.

This achievement distribution was dissimilar to the system average. The program schools had approximately the same percentage of students in the below average range as the average range, and a very small proportion of students in the above average range in both reading and mathematics. The system distribution of achievement in both reading and mathematics showed over 50% in the average range and similar percentages of students in the below and above average ranges.

Table 5. Achievement Distribution in Total Reading (TR) and Total Mathematics (TM) Achievement Scores for Low-Achieving Schools, California Achievement Tests (Form E), April 1989.

	Number and Percentage of Students by Stanine Category											
	Below Average Stanines 1-3				Average Stanines 4-6				Above Average Stanines 7-9			
	TR		TM		TR		TM		TR		TM	
School	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Hays	141	(51.1)	150	(54.2)	123	(44.6)	105	(37.9)	12	(4.3)	22	(7.9)
Heberle	248	(44.0)	240	(42.0)	288	(51.2)	289	(50.6)	27	(4.8)	42	(7.4)
Heinold	189	(46.0)	177	(43.5)	207	(50.4)	195	(47.9)	15	(3.6)	35	(8.6)
Hoffman	83	(30.2)	84	(31.0)	156	(56.7)	137	(50.6)	36	(13.1)	50	(18.5)
Rothenberg	208	(62.7)	170	(51.8)	121	(36.4)	141	(43.0)	3	(0.9)	17	(5.2)
Washington Park	186	(46.0)	200	(50.0)	201	(49.8)	179	(44.8)	17	(4.2)	21	(5.3)
Windsor	94	(34.3)	73	(26.5)	148	(54.0)	151	(54.9)	32	(11.7)	51	(18.5)
Average	1149	(45.3)	1094	(43.3)	1244	(49.1)	1197	(47.3)	142	(5.6)	238	(9.4)
System Average (1-6)	6557	(27.9)	6656	(28.2)	13187	(56.0)	12154	(51.6)	3787	(16.1)	4752	(20.2)

A comparison of the percentage of students at or above the national norm in the Low-Achieving Schools Program schools from 1984 to 1989 is shown in Table 6. Since an earlier version of the California Achievement Tests with older norms was used between 1984 and 1987 and a new version with more current norms was used beginning in 1988, direct comparisons between these two different tests cannot be made.

Table 6. Percentage At or Above National Norm for Low-Achieving Schools by Year, 1984 to 1989.

School	1984	1985	1986	1987	1988	1989	Gain 1988 to 1989
	Percentage of Students at or Above the National Norm						
	READING						
Hays	26.0%	28.7%	35.4%	29.4%	14.6%	19.6%	+5.0
Heberle	25.3	32.5	35.3	40.9	19.0	23.1	+4.1
Heinold	27.6	28.9	43.1	44.7	24.5	21.7	-2.8
Hoffman	37.3	43.3	56.3	58.3	30.2	33.5	+3.3
Rothenberg	22.4	27.4	27.2	24.3	12.8	12.7	-0.1
Washington Park	23.2	35.5	40.1	35.1	22.4	24.3	+1.9
Windsor	27.8	24.2	41.7	42.8	29.4	34.7	+5.3
Average Value	**26.8%**	**31.5%**	**39.4%**	**39.4%**	**21.7%**	**23.7%**	**+2.0**
System Average(1-6)	**52.6%**	**53.4%**	**56.5%**	**56.4%**	**40.5%**	**41.8%**	**+1.3**
	MATHEMATICS						
Hays	40.7%	48.6%	53.7%	47.2%	29.1%	21.7%	-7.4
Heberle	46.6	45.4	55.9	59.5	38.3	27.3	-11.0
Heinold	38.8	40.0	52.0	55.1	34.1	26.0	-8.1
Hoffman	39.7	37.9	64.3	67.8	41.4	42.8	+1.4
Rothenberg	22.4	29.6	31.0	23.4	19.0	20.4	+1.4
Washington Park	39.1	39.0	43.8	43.5	20.1	22.0	+1.9
Windsor	28.4	35.0	59.9	65.9	39.6	45.5	+5.9
Average Value	**37.0%**	**39.3%**	**50.4%**	**52.2%**	**32.1%**	**28.4%**	**-3.7**
System Average (1-6)	**58.1%**	**58.4%**	**62.2%**	**62.8%**	**46.4%**	**45.3%**	**-1.1**

Between 1987-88 and 1988-89 the program schools increased in reading by 2.0 percentage points in the percentage of students at or above the national norm. Conversely, they decreased 3.7 percentage points in mathematics. All schools, except Heinold, experienced increases in either reading or mathematics. For three schools, Hoffman, Washington Park and Windsor (see also Figures 1 and 2), this percentage increased in both reading and mathematics.

Found in Appendix B are figures displaying the percentage of students at or above the national norm in reading and mathematics and also language for each individual program school.

Figure 1. Percentage At or Above National Norm in Total Reading for Low-Achieving Schools, April 1989.

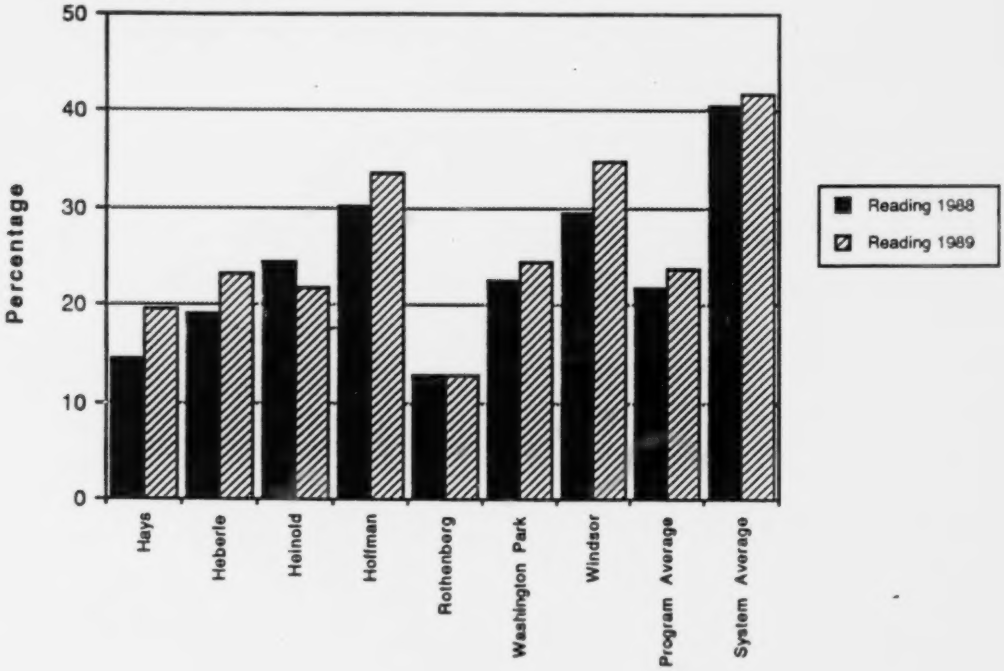
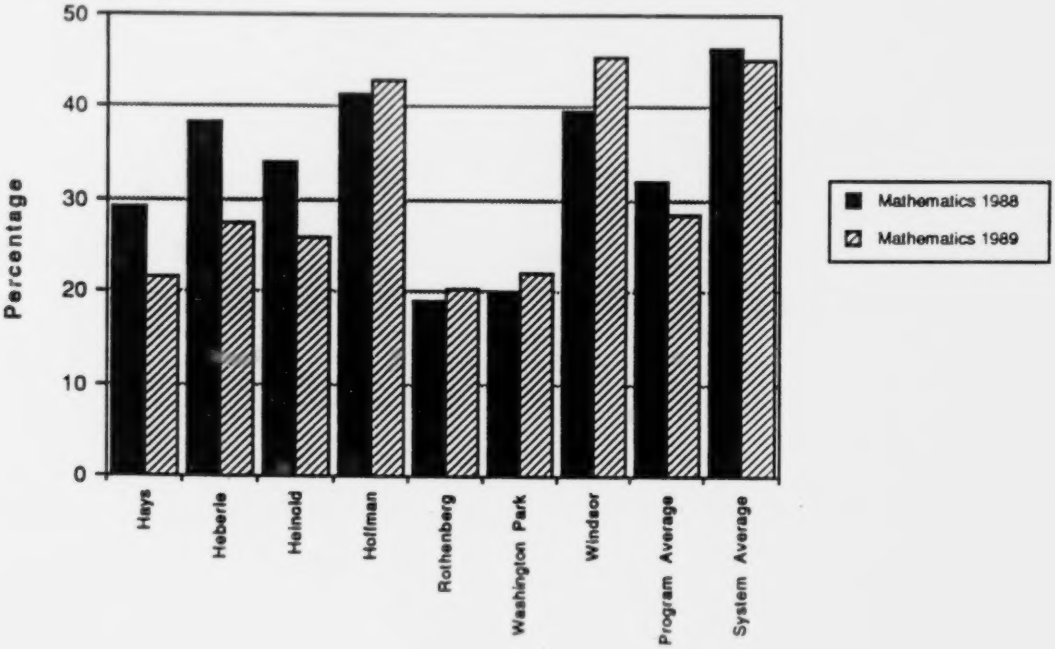


Figure 2. Percentage At or Above National Norm in Total Mathematics for Low-Achieving Schools, April 1989.



One longitudinal comparison that is feasible across the years for the two different tests from 1984 to 1989 is based on the deviation of program schools' average versus the system's average of the percentage of students scoring at or above the national norm. This deviation (see Table 7) was 25.8 percentage points in reading and 21.1 percentage points in mathematics in favor of the system in April 1984 just prior to the installation of the program. In 1989, the deviation was 18.1 percentage points in reading and 16.9 percentage points in mathematics in favor of the system. Thus, the achievement gap in these schools has narrowed over time in relation to systemwide achievement levels.

From 1988 to 1989 this achievement gap was reduced in reading from 18.8 percentage points to 18.1, but it increased in mathematics over the same period from 14.3 percentage points to 16.9.

Table 7. Difference Between Low-Achieving Schools and System Average in Percentage of Students At or Above the National Norm, 1984 and 1989.

School	Difference from System Average 1984	Difference from System Average 1989	Change 1984 to 1989
	R E A D I N G		
Hays	26.6	22.2	-4.4
Heberle	27.3	18.7	-8.6
Heinold	25.0	20.1	-4.9
Hoffman	15.3	8.3	-7.0
Rothenberg	30.2	29.1	-1.1
Washington Park	29.4	17.5	-11.9
Windsor	24.8	7.1	-17.7
Average	**25.8**	**18.1**	**-7.7**
	M A T H E M A T I C S		
Hays	17.4	23.6	+6.2
Heberle	11.5	18.0	+6.5
Heinold	19.3	19.3	-0.0
Hoffman	18.4	2.5	-15.9
Rothenberg	35.7	24.9	-10.8
Washington Park	19.0	24.9	+5.9
Windsor	29.7	0.2	-29.9
Average	**21.1**	**16.9**	**-4.2**

For each program school the deviation between 1984 and 1989 decreased in reading. For mathematics, the deviation decreased for three schools and remained the same for one school. The schools with the greatest decrease in this difference over the five years were Washington Park and Windsor in reading and Hoffman, Rothenberg and Windsor in mathematics.

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for students in program schools on the California Achievement Tests are presented in Table 8. NCEs are equal unit scores on a scale that ranges from 1 to 99 with an average of 50 and a standard deviation of 21. Data for promoted students in grades 2-6 who were tested in April of 1988 and again in April of 1989 are included. Gain scores cannot be computed for grade 1 students, since the necessary baseline data are not obtained during the kindergarten year.

In reviewing the gain data it is important to remember that if students maintain their NCE scores from year to year (resulting in 0 gain), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain.

An analysis of the data in Table 8 revealed that Low-Achieving Schools Program students had less than the expected achievement gain in both reading (-0.9 NCEs) and mathematics (-2.5 NCEs) for 1988-89. Low-Achieving Schools Program students had essentially the same loss in reading NCEs as the system average but experienced losses somewhat larger than the system average in mathematics.

Hoffman experienced small gains in both reading and mathematics. Rothenberg and Windsor approximately matched the expected gain of 0 in both reading and mathematics. All other schools experienced small to moderate losses in NCEs, the largest of which were in mathematics at Hays and Heberle.

Table 8. Achievement Status and Gains for Total Reading and Total Mathematics of Matched Promoted Students in Low-Achieving Program Schools, California Achievement Tests (Form E), 1988 to 1989.

School	Average NCE 1988	Average NCE 1989	Number of Students	Gain 1988-89
	TOTAL READING			
Hays	38.2	35.7	189	-2.5
Heberle	37.1	36.4	359	-0.7
Heinold	38.5	36.2	315	-2.3
Hoffman	42.5	44.2	183	+1.7
Rothenberg	32.2	32.5	220	+0.3
Washington Park	38.5	36.7	284	-1.8
Windsor	40.4	40.3	179	-0.1
Average for Low Achieving Schools	38.0	37.1	1729	-0.9
Average for System (Grades 2-6)	47.9	46.9	16715	-1.0
	TOTAL MATHEMATICS			
Hays	39.5	35.2	191	-4.3
Heberle	43.0	38.1	367	-4.9
Heinold	42.0	38.7	315	-3.3
Hoffman	44.9	46.4	181	+1.5
Rothenberg	35.6	36.1	223	+0.5
Washington Park	38.8	35.0	280	-3.8
Windsor	45.7	45.3	181	-0.4
Average for Low Achieving Schools	41.3	38.8	1734	-2.5
Average for System (Grades 2-6)	50.1	48.5	16703	-1.6

School Rankings by Achievement Level

The seven schools participating in the Low-Achieving Schools Program were selected initially because they had the lowest percentage of students at or above the national norm among all elementary schools in the system in reading in the 1983 administration of the California Achievement Tests. A new ranking of schools was prepared based on April 1989 test results, and the rankings of Low-Achieving Schools Program schools were reviewed to determine whether improvements in rankings had been realized. Results of this analysis are summarized in Table 9 and indicate that all but one school improved their ranking in reading achievement since 1984 while the ranking in mathematics improved for three schools. Especially notable in Figures 3 and 4 is the improvement in ranking for Hoffman and Windsor in both reading and mathematics achievement.

Table 9. Rankings of Low-Achieving Schools Program Schools in Reading and Mathematics, April 1984 through April 1988.*

	RANK AMONG ALL ELEMENTARY SCHOOLS						
School	**1984**	**1985**	**1986**	**1987**	**1988**	**1989**	**Gain 1984 to 1989**
				READING			
Hoffman	11	17	28	33	18	21	+10
Windsor	6	1	11	10	17	26	+20
Heinold	5	4	12	13	10	8	+3
Hays	4	3	6	2	2	5	+1
Heberle	3	6	5	8	7	9	+6
Washington Park	2	10	8	3	8	10	+8
Rothenberg	1	2	1	1	1	1	0
				MATHEMATICS			
Heberle	17	14	19	21	21	10	-7
Hays	9	18	15	9	9	3	-6
Hoffman	8	4	34	39	25	26	+18
Washington Park	7	6	5	5	2	4	-3
Heinold	6	7	5	5	2	5	-1
Windsor	2	2	27	35	24	32	+30
Rothenberg	1	1	1	1	1	2	+1

* Rankings for 1988 range from 1 for the lowest school to 60 for the highest school and are based upon the percentage of students scoring at or above the national norm.

In comparison to 1988, five schools improved their ranking in reading and five schools improved their ranking in mathematics. Consistent with the moderate NCE losses since 1988 in mathematics, Hays and Heberle also experienced losses in rank.

Figure 3. Rank of Percentage At or Above National Norm in Total Reading for Low-Achieving Schools, April 1984 and April 1989.

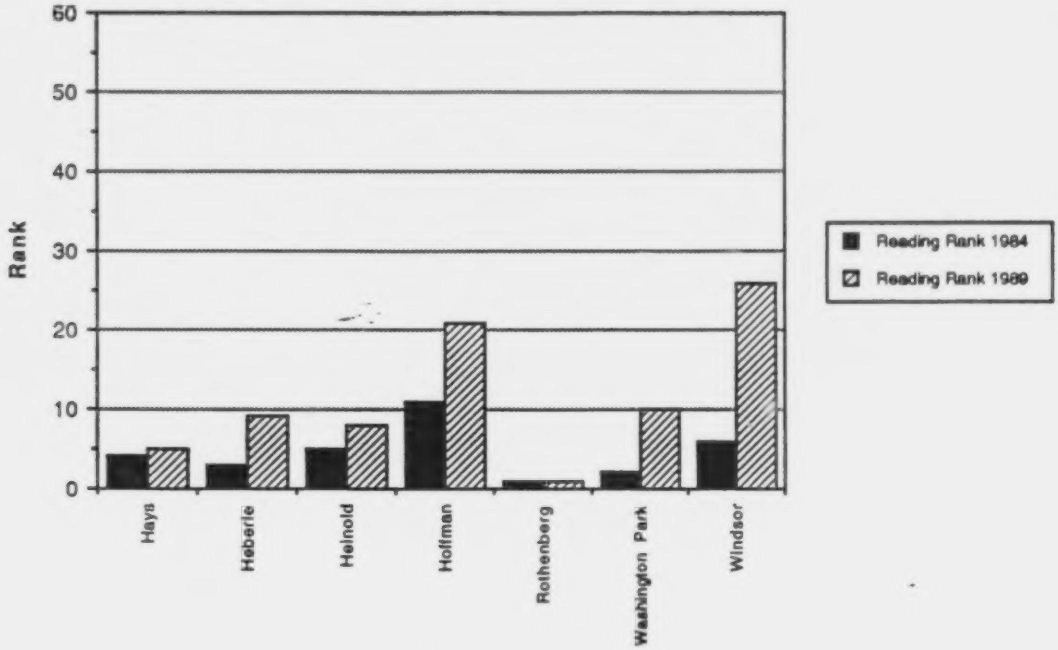
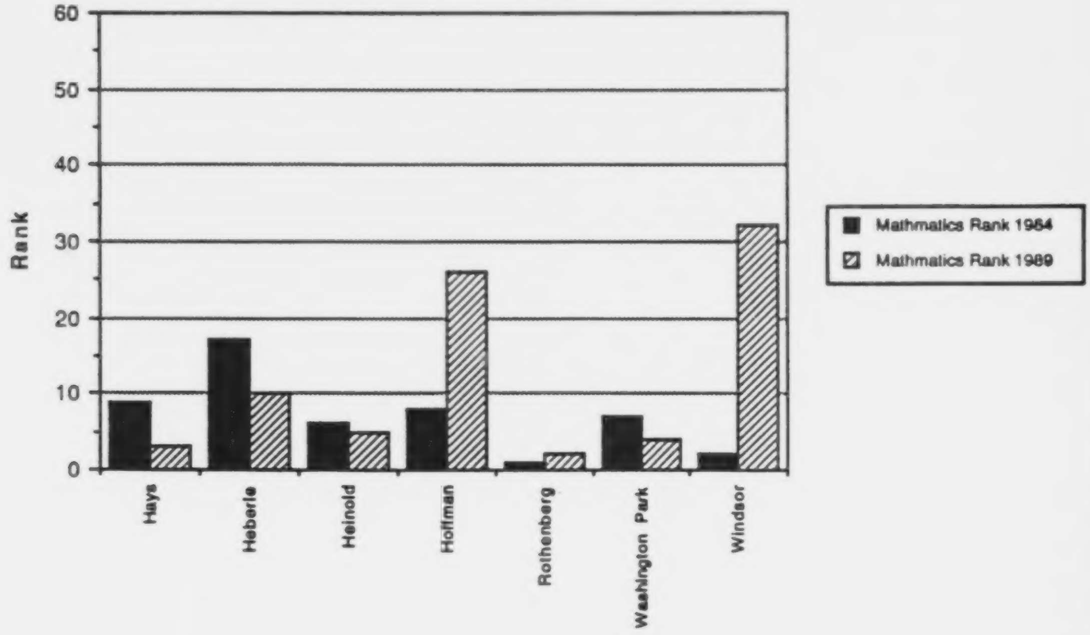


Figure 4. Rank of Percentage At or Above National Norm in Total Mathematics for Low-Achieving Schools, April 1984 and April 1989.



Achievement and Computer Assisted Instruction

A key component of the Low-Achieving Schools Program was computer assisted instruction. Instruction in the Wasatch computer lab at four program schools was focused on reading improvement for grades 4-6. The Writing to Read computer lab supported reading instruction for grades K-1 and was used at five of the program schools. Apple computer labs were in operation at all seven schools for mathematics instruction (at two schools computers were within the intermediate mathematics classroom) and at four of the schools for reading instruction. Instructional time spent in each computer lab was not additional instructional time given to reading or mathematics, but was part of the block of time normally devoted to regular classroom reading or mathematics instruction. (See Appendix A for a description of each lab at each school.)

The use of computer assisted instruction in these schools was analyzed by comparing the effect of the total reading or total mathematics programs in the grade levels of the program schools using computer assisted instruction with predicted program effects. These predicted effects were computed based upon student achievement results in all other elementary schools in the system. A statistical procedure termed regression analysis was used for each of the following comparisons.

Using the average 1988 total reading or total mathematics NCE on the California Achievement Tests (Form E) or the average 1988 Metropolitan Readiness Tests (Form P) NCE for grade 1 students as a pretest score and the average 1989 total reading or total mathematics NCE as a posttest score of students at each district school, a best fitting linear equation for each set of data points was computed. All averages were computed based on scores of matched promoted students from each school.

The regression line (or prediction equation) allowed the evaluator to compute a predicted average posttest score for each school using the school's pretest results as input data. These predicted scores were then compared with the actual posttest scores. Schools whose actual average posttest score exceeded the predicted score could be said to have a program which effected achievement in students greater than expected. Schools whose actual average posttest score was less than the predicted average score could be said to have a program which did not produce achievement in students as well as expected.

It cannot necessarily be concluded that for schools which did not meet the predicted posttest score that their computer assisted instruction had no benefit for students or that it had a negative impact. It can be said for these schools, however, that if computer assisted instruction is academically beneficial for their students it did not have enough supplemental benefit to raise student achievement levels the same amount as that being achieved in the majority of other school programs across the system.

Wasatch Computer Labs. Students in grades 4-6 at Heberle, Hoffman, Washington Park, and Windsor received computer assisted reading instruction in Wasatch computer labs each week. (See Appendix A for a description of each school's lab.) Presented in Table 10 are the results of the analysis of regression indicating that three of these four schools exceeded their average predicted posttest score. The total reading programs at Heberle, Hoffman, and Windsor, which included computer assisted instruction in a Wasatch computer lab for grades 4-6, were associated with higher than expected achievement for their students.

Table 10. Pretest, Posttest and Predicted Reading Scores for Matched Promoted Grade 4-6 Students Receiving Computer Assisted Instruction in Wasatch Computer Labs, April 1989.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Heberle	37.4	36.4	35.5	191	+0.9
Hoffman	42.2	40.8	40.4	111	+0.4
Washington Park	38.1	33.9	36.2	153	-2.3
Windsor	38.3	37.4	36.5	95	+0.9

Prediction Equation: Predicted Score = -2.94 + (1.03 X Pretest Score)

* Differences ranged from -3.8 to +5.6 for all schools.

All students came to the lab in whole groups with their classroom-teacher and an instructor assistant served as lab manager in each lab. Windsor students came to the lab each school day; Washington Park students came three days a week; Heberle students came two days a week; Hoffman students came only one day a week. An increase in instructional time in the Wasatch Lab was not associated with greater student academic progress.

Writing to Read Computer Labs. Students in grades K-1 at all program schools except Hoffman received computer assisted instruction in Writing to Read computer labs. (See Appendix A for a description of each school's lab.) Only grade 1 students could be used in the regression analysis since there were no pretest data for kindergarten students. Results of the regression analysis are found in Table 11. Grade 1 students at Washington Park and Windsor exceeded their predicted score and, therefore, the total reading programs at Washington Park and Windsor, which included Writing to Read computer assisted instruction for grade 1, were associated with higher than expected achievement levels. Writing to Read computer labs did not have enough supplemental benefit to produce achievement progress in students at four of the six schools the same amount as was achieved in the majority of other school programs across the system.

Table 11. Pretest, Posttest and Predicted Reading Scores for Matched Promoted Grade 1 Low-Achieving Schools Program Receiving Computer Assisted Instruction in Writing to Read Computer Labs, April 1989.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Hays	40.9	30.1	39.1	43	-9.0
Heberle	43.1	34.8	40.8	85	-6.0
Heinold	50.8	40.6	46.5	53	-5.9
Rothenberg	40.8	21.5	39.1	58	-17.6
Washington Park	41.7	42.3	39.7	58	+2.6
Windsor	40.2	55.6	38.6	52	+17.0

Prediction Equation: Predicted Score = 8.71 + (.744 X Pretest Score)

* Differences ranged between -17.6 to +18.1 for all schools.

As with student progress for those served by Wasatch Labs, an increase in instructional time in the Writing to Read Lab was not associated with higher than expected achievement. While students at Windsor who attended the lab five days a week with their teacher made much more than expected progress, students at Hays who also came five days a week with their teachers achieved much less than expected. Students at Washington Park also achieved more than predicted and these students attended the lab only one day a week in a small group without their classroom teacher.

It must also be noted that the Writing to Read Labs were only opened midway through the school year at Rothenberg and Washington Park. However, dissimilar achievement results were found at these two schools.

Reading and Apple Computer Labs. Apple computers were used for reading instruction support in all program schools but only four of the schools used them in a lab setting. (See Appendix A for a description of each school's lab.) Varying grades were served at each of these schools but grades 2-6 were served in each school and, therefore, these grades were used in the analysis.

Student achievement in two of the four schools, Hoffman and Rothenberg, was higher than predicted. Student achievement at Hays was similar to the predicted achievement (see Table 12). Therefore, the total reading program for Hoffman and Rothenberg, which included the use of computer assisted instruction for grades 2-6, was associated with higher than expected achievement.

Table 12. Pretest, Posttest and Predicted Reading Scores for Matched Promoted Grades 2-6 Low-Achieving Schools Program Students Receiving Computer Assisted Reading Instruction in Apple Computer Labs, April 1989.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Hays	38.2	36.4	36.5	189	-0.1
Heinold	39.6	37.0	38.9	218	-1.9
Hoffman	42.5	44.2	41.7	183	+2.5
Rothenberg	32.2	32.5	31.8	220	+0.7

Prediction Equation: Predicted Score = 1.44 + (0.95 X Pretest Score)

* Differences ranged between -4.6 to +5.6 for all schools.

At Hoffman, students in grades 4-6 attended the lab as needed and not on a regular basis. Grade 2-3 students attended each week. However, all of Hoffman's classes attended the lab with their teacher. There was no instructional aid in the lab. At Hays and Rothenberg, students attended the lab along with their teacher and an instructor assistant was also in the lab. At Heinold, most teachers did not come with their students to the lab. Higher achievement was associated with the school whose students attended the computer lab less frequently than others and came with their teacher only. The lowest achievement was associated with students who attended the lab, for the most part, without a teacher and worked with an instructor assistant.

Mathematics and Apple Computer Labs. Apple computer labs were used in all seven schools for mathematics instruction in grades 4-6. (See Appendix A for a description of each school's lab.) Only the total mathematics program for Windsor students was associated with higher than expected student academic progress (see Table 13).

Table 13. Pretest, Posttest and Predicted Mathematics Scores for Matched Promoted 4-6 Low-Achieving Schools Program Students Receiving Computer Assisted Mathematics Instruction in Apple Computer Labs, April 1989.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Hays	41.8	30.4	39.8	96	-9.4
Heberle	45.3	40.1	43.4	196	-3.3
Heinold	41.7	34.8	39.7	132	-4.9
Hoffman	47.3	40.2	45.5	109	-5.3
Rothenberg	35.8	31.2	33.6	120	-2.4
Washington Park	37.0	32.7	34.9	150	-2.2
Windsor	43.0	44.7	41.0	97	+3.4

Prediction Equation: Predicted Score = -3.34 + (1.03 X Pretest Score)

* Differences ranged between -9.4 to +8.6 for all schools.

At Windsor and Washington Park where results were more positive than those for the other five schools, computers were not housed in a separate lab but were placed in the intermediate mathematics classroom.

Achievement and Prereading Class

At Rothenberg a prereading classroom served grade 1 students who lacked sufficient skills to be successful in a regular grade 1 classroom. (See Appendix A for a description of class.) Presented in Table 14 are achievement results for the students in this classroom. On average these students continued to have very low achievement levels.

Table 14. Achievement of Students in Prereading Class at Rothenberg Elementary School, California Achievement Tests (Form E), April 1989.

Number of Students	Average Total Reading NCE	Average Total Language NCE	Average Total Mathematics NCE	Number and Percentage Promoted to Grade 2
11	9.8	27.4	19.9	5 (45.4%)

Regression analysis (as described above) was also used to investigate the progress made by these students. Results from this analysis indicated that although these students achieved much less than expected, their 1989 performance was closer to their predicted performance than all other Rothenberg grade 1 students (see Table 15).

Table 15. Pretest, Posttest and Predicted Scores for Matched Promoted Grade 1 Rothenberg Students, April 1989.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Prereading Students	20.6	10.7	22.2	10	-11.5
All Other Rothenberg Grade 1 Students	45.0	23.7	41.7	48	-18.0
Prediction Equation: Predicted Score = 5.69 + (0.8 X Pretest Score)					

* Differences ranged between -18.0 to 19.6 for all schools.

Achievement and ECIA Mathematics

A small group of students at Heberle and Rothenberg were served by ECIA mathematics teachers. These students were selected for treatment based on their 1988 total mathematics NCE. (See Appendix A for a description of this treatment.) The NCE gain of these students on average was high and much higher than system averages for appropriate grade levels (see Table 16). Rothenberg students whose achievement was very high received treatment within their regular mathematics class while Heberle students were served in a traditional pull-out program.*

Table 16. Achievement Status and Gain of Total Mathematics for Chapter 1 Mathematics Students at Heberle and Rothenberg, California Achievement Tests (Form E), April 1989.

School	Average NCE 1988	Average NCE 1989	NCE Gain	Number of Students
Heberle (4-6)	30.5	36.2	+5.7	35
Rothenberg (2-3)	14.8	28.1	+13.3	13
Average (2-6)	26.2	34.0	+7.8	48

Attendance

All schools sought to improve attendance in various ways. However, Rothenberg was the only school to utilize Bronson Settlement funds in this effort. An instructor assistant was hired to monitor and improve student attendance and reduce tardiness. To effect change in attendance and tardiness, this person made various efforts which included visiting students' homes and rewarding students' progress.

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* This high gain, however, must be tempered by noting that students with very low scores tend to regress toward the mean score in a second testing. That is, it is an accepted statistical phenomenon that even when no additional treatment is provided, students with very low scores on standardized tests tend to perform better when the test is administered to them a second time. Students with very high scores tend to perform less well. Second scores for both of these groups of students on average move in the direction of the average score for all students.

Presented in Table 17 are the attendance rates for all program schools for 1987-88 and 1988-89.

Table 17. Attendance Rates for Low-Achieving Schools, 1987-88 and 1988-89.

School	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Total Year		Change
	1988	1989	+/-*	1988	1989	+/-	1988	1989	+/-	1988	1989	+/-	1988	1989	88 to 89
Hays	94.8	94.6	-	92.4	91.3	-	91.0	88.8	-	91.4	89.4	-	92.4	91.1	-1.3
Heberle	94.1	93.6	-	89.8	89.2	-	90.4	91.0	+	89.7	90.0	+	91.0	90.8	-0.2
Heinold	93.4	93.7	+	91.6	91.2	-	91.2	89.7	-	89.4	89.4	0	91.4	90.9	-0.5
Hoffman	96.6	94.4	-	91.8	92.3	+	90.1	92.0	+	90.1	92.0	+	92.1	92.7	+0.6
Rothenberg	92.3	90.6	-	88.6	88.3	-	90.2	87.8	-	87.1	86.7	-	89.5	88.4	-1.1
Washington Park	93.9	94.6	+	90.8	90.7	-	92.4	89.6	-	91.3	88.0	-	92.1	90.7	-1.4
Windsor	95.1	94.6	-	92.5	92.8	+	93.3	92.9	-	91.3	93.3	+	93.1	93.6	+0.5
All Program Schools													91.7	91.0	-0.7
All-Elementary Schools	95.7	95.4	-	92.9	92.6	-	92.7	91.9	-	92.8	92.2	-	93.0	93.3	-0.3

* - = Decerease in attendance rate from previous year.
+ = Increase in attendance rate from previous year.
0 = No change from previous year.

Rothenberg and Hays along with Washington Park had the largest decline in attendance rates of all seven program schools. The efforts of the instructor assistant at Rothenberg did not effect improvement in student attendance. The attendance rate for Hoffman and Windsor increased from 1987-88 to 1988-89.

Attitudes Toward School

The School Information System (SIS) surveys were administered to students, teachers and parents in the spring of 1989 in order to measure attitudes concerning various school topics or concerns. Students, their parents and teachers of Low-Achieving Schools were surveyed as part of this effort to determine their attitude toward school. There were five items on each survey designed to measure how these three groups felt about their school.

Student Attitudes

In April 1989 SIS surveys were administered to over 9,000 grade 4-6 students, 895 of which were students in Low-Achieving Program schools. The average percentage of YES responses (students could select YES, NO or UNDECIDED) to five selected items for all program schools is found in Table 18.

Student responses to three of the five items were more positive than student responses throughout the system. In comparison with students of other schools in the program, Windsor and Hoffman students were consistently less positive. Students at Rothenberg and Heberle were consistently more positive than the other schools on each probe and were more positive than the system average as well. Overall, student attitudes were slightly less positive than they were in the previous year.

Table 18. Student Attitudes Toward School, Grades 4-6, April 1989.

	PERCENTAGE OF YES RESPONSES									
Items	Hays (N=94)	Heberle (N=192)	Heinold (N=128)	Hoffman (N=109)	Rothenberg (N=116)	Washington Park (N=145)	Windsor (N=111)	LAS Average (N=895)	System Average (N=9298)	Difference
I like school.	78%*	72%*	71%*	51%	85%*	67%*	61%	69%	63%	+6
I like my school.	47	61*	53	42	67*	48	35	52	59	-7
My teachers care about me.	77*	72*	63	67	87*	57	68	70	72	-2
School helps me feel good about myself.	70*	66*	68*	52	83*	62*	62*	66	62	+4
Most of my school work is interesting.	70*	71*	67*	62	87*	59	61	68	63	+5

* Greater than or equal to system average.

Teacher Attitudes

The SIS teacher survey was administered in May 1989 to 2,817 teachers. A total of 196 surveys were returned by teachers at Low-Achieving Schools Program schools. Teachers rated items with a 1 (poor) to 7 (excellent) rating scale, with 4 considered average.

Reported in Table 19 are the mean ratings of teachers at each school to five selected items which assess teacher attitude toward school. Some mean responses at some of the schools were more positive than the system average. Responses of teachers at Heinold were the most similar to the system average. Mean responses to "General quality of teaching in our school" were the most consistent of responses across all schools and on average the item most similar to the system average.

Teacher attitudes toward school at these schools ranked on average from .27 to .61 scale points below system average responses and teacher attitudes were slightly less positive than they were in 1987-88.

Table 19. Teacher Attitudes Toward School, May 1989.

	AVERAGE RESPONSE (1-7)									
Items	Hays (N=26)	Heberle (N=36)	Heinold (N=39)	Hoffman (N=16)	Rothenberg (N=29)	Washington Park (N=32)	Windsor (N=18)	LAS Average (N=196)	System Average (N=2817)	Difference
Satisfaction with my assignment.	5.12	4.94	5.79*	4.25	4.59	4.88	5.00	5.02	5.47	-.45
General quality of teaching in our school.	5.24	5.06	5.49	5.38	4.93	5.13	5.50*	5.23	5.50	-.27
Administration(s) cooperation with the teachers in our school.	5.46*	4.53	5.03*	3.94	4.41	3.81	3.83	4.51	4.84	-.33
My morale as it relates to my school.	4.46	4.19	4.69	3.67	4.34	3.87	4.50	4.29	4.88	-.59
Staff morale in our school	3.85	3.71	4.26	2.94	3.97	3.06	4.56*	3.78	4.39	-.61

*Greater than or equal to system average.

Parent Attitudes

The SIS parent surveys were administered in May 1989. Eight hundred one of the 10,831 parents responding were parents of students in Low-Achieving Schools responded. The average percentage of YES responses (respondents could select YES, NO or UNDECIDED) to five selected items reflecting attitudes toward school are reported in Table 20.

Parents attitudes were less positive than all parents throughout the district. Parents were slightly more positive than the system average in response to the question asking whether their school met their child's individual needs, however.

Parents at Windsor were strikingly more positive than the system average on all five items. Parents at Hays were also more positive than the system average on four of the five items and parents at Hoffman were so on three of the five items. Parents were slightly less positive in their attitudes toward school than they were in the previous year.

Table 20. Parent Attitudes Toward School, May 1989.

	PERCENTAGE OF YES RESPONSES									
Items	Hays (N=84)	Heberle (N=118)	Heinold (N=150)	Hoffman (N=99)	Rothenberg (N=126)	Washington Park (N=134)	Windsor (N=90)	LAS Average (N=801)	System Average (N=8981)	Difference
Does your child's school teach what you think should be taught?	87%*	85%	85%	89%*	79%	75%	90%*	84%	87%	-3
Are you satisfied with the quality of teaching at your child's school?	77	77	75	79	65	76	88*	76	81	-5
Has the school done a good job of teaching your child basic skills such as reading?	89*	88*	72	88*	76	88*	89*	83	87	-4
Do you believe your child's teachers take a personal interest in him/her?	73*	71	59	69	66	59	82*	67	73	-6
Do you feel your school's programs are meeting the individual needs of your child?	77*	66	70	75*	79*	74*	80*	74	71	+3

* Greater than or equal to system average.

New Low-Achieving Schools Plan

In the spring of 1989, principals of the seven program schools and central office administrators met several times to develop a new five-year program outline for the Low-Achieving Schools Program. Included in this process was the principal of Oyler Elementary School whose school was included in the program since it was paired with Washington Park for the 1989-90 school year (Washington Park will house all grade 1-6 students whose last names begin with the letters A-J and Oyler will house all grade 1-6 students whose last names begin with the letters K-Z). During the development of the plan, principals and central office administrators met with school staffs to share ideas and request input. The final plan was adopted in June 1989.

Goals

Added to the Low-Achieving Schools Program's goals of improvement in student achievement in reading and mathematics were goals to address needs other than academic for students, staff training and parental involvement. The goals established were:

1. To improve academic achievement (reading and mathematics).
2. To prepare staff to address the total needs of students.
3. To increase support services to address social, emotional and physical needs of students.
4. To increase parent and community involvement.

For each of the above goals specific outcomes were identified.

Activities

Seven key activities were outlined to meet the new goals. They were:

1. Staff training to improve instruction and school environment.
2. School wide assessment of students at risk.
3. Extended instructional time through the adjustment of ECIA Chapter 1 staff schedules.
4. Effective instructional delivery by restructuring the school organization.

5. Student Focused Impact Teams to coordinate the delivery of school and community-based services to identified students.

6. Increased parental involvement in school activities and referral information offered to parents.

7. Cultural enrichment activities for students as part of a newly developed comprehensive plan to ensure that all students experience needed activities identified by the school's staff.

A management plan was developed to help principals and school staffs monitor their progress. All activities are scheduled to be completed by the end of the 1989-90 school year.

Summary

For the fifth year the Low-Achieving Schools Program has provided Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor Elementary Schools additional support to improve the performance of their students in reading and mathematics. Its 1988-89 budget was slightly over six hundred thousand dollars. Funds were provided through the Bronson Settlement Agreement.

An analysis of achievement test results for the 1988-89 school year indicated that most students performed in the average or below average stanine categories in both reading and mathematics. The percentage of students at or above the national norm in reading between 1988 and 1989 increased by 2.0 percentage points but decreased in mathematics by 3.7 percentage points. The difference between the percentage of students performing at or above the national norm in reading and mathematics at the seven program schools and the same percentage of all students system-wide has declined since the program's inception (reading: 1984 - 25.8, 1989 - 18.1; mathematics: 1984 - 21.1, 1989 - 16.9). This indicates that the achievement gap between program students and all others throughout the district has been reduced. However, while this difference has declined in each school in reading, this difference has only declined at three of the program schools in mathematics.

Hoffman and Windsor have progressed well in the rankings of schools in reading and mathematics since 1984. All other schools have improved their rankings only slightly in either reading or mathematics.

An analysis of NCE gains for 1988-89 indicated that the seven program schools experienced a loss in reading (-0.9 NCEs) and this loss was slightly less than the system average (-1.0 NCE). However, the loss in NCEs in mathematics (-2.5 NCEs) was greater than the system loss (-1.6 NCEs).

In general, students receiving instruction in Wasatch computer labs tended to perform better in reading than predicted. Computerized instruction in other computer labs (Writing to Read, Apple IIe) was not, in general, associated with achievement progress in reading or mathematics equal to or greater than the achievement progress of other students throughout the system.

The attendance rate for program schools decreased by 0.7 percentage points which was slightly more than the attendance rate decline for all elementary schools (-0.3 percentage points).

Parents and teachers on average were less positive than corresponding groups throughout the system in their attitudes toward program schools. Students were, however, slightly more positive about their school than all students throughout the system. Attitudes toward school for all three groups were slightly less positive than they were in the previous school year.

A new plan for the Low-Achieving Schools Program was developed in the spring of 1989. Five year goals were established which addressed student achievement, staff training, student support services and parental involvement.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

Appendix A

Description of Low-Achieving Schools Program

Hays Elementary School

School Background. Hays Elementary School is located on Mound Street in the West End. Sheila Taylor was the principal at this school for the 1988-89 school year continuing her role there since the beginning of the Bronson Settlement period in 1984-85.

During the 1988-89 school year, Hays was organized with grades K-6 and had an all day kindergarten program, a Chapter 1 preschool, several special education units, and a Chapter 1 reading program. The average daily membership reported in October 1988 was 393 students with 91.1% black membership. Most students in the regular education program lived in the surrounding community and 98.5% were from low-income families.

The school enjoyed a profitable relationship with its Partner-in-Education, the WLW-T Channel 5 Television Station. Certificates and small gifts were provided for quarterly award ceremonies. The station also provided guest personalities at special events and a guest columnist for the school's newspaper.

Bronson Settlement. The Bronson Settlement funded two staff positions: one instructional leader and one instructor assistant. Also, Writing to Read and Apple II computer labs which were originally established with Bronson Settlement funds were in operation during this past school year.

The instructional leader devoted the majority of her time to managing the new reading program, coordinating and monitoring the school's two computer labs, coordinating the school's testing program, coordinating various other instructional programs, and teaching.

The Writing to Read computer lab served kindergarten and grade 1. Grade 1 students participated all year long while kindergarten students began the program in January. Its focus was reading and writing instruction and was open five days a week. Students came in whole class groups along with their classroom teacher. Each class came to the lab each day of the week. The lab had ten computers for students and usually two students worked at each computer station. This instructor assistant, who was not funded under the Bronson Settlement, acted as the lab manager and worked with students along with the classroom teacher. The lab has existed at this school for four years.

The IBM PC jr. computers which operate the Writing to Read software make up two of the five components of the lab. Computer software is used for both phonics instruction, word games and story writing. Students enjoy having literature read to them at a listening station. They practice writing in journals while being directed by instructors on audio tape. At three of these stations, students use headphones to minimize room noise. At a fifth station, students practice molding letters from clay, cutting out letters from paper, and then making words with them.

The Apple II computer lab served grades 1-6. It was used for instruction in mathematics, reading and language arts. The lab was open five days a week. Students usually came in whole class groups along with their teacher. Each class came to the lab two days a week. The lab had eighteen computers for students, and students usually worked individually at each computer station. The instructor assistant acted as the lab manager and worked with students along with the classroom teacher. The lab has existed at this school for five years.

The Apple II lab was equipped with multiple copies of all of the MECC software programs available centrally upon request, as well as other commercially produced software. The lab also had several printers for printing student work.

Remaining Bronson Settlement funds were used to purchase instructional materials, equipment and supplies.

Heberle Elementary School

School Background. Heberle Elementary School is located on Freeman Avenue in the West End. Henri Bradshaw was principal at this school for the 1988-89 school year. He first came to Heberle as principal in the 1986-87 school year. Glee Kenny was principal during the first two years of the Low-Achieving Schools Program.

During the 1988-89 school year, Heberle was organized with grades K-6 and had an all day kindergarten program, a Chapter 1 preschool, several special education units, and a Chapter 1 reading program. Heberle's average daily membership reported in October 1988 was 718 students with a black student membership of 61.6%. Most students in the regular education program lived in the surrounding community and 93.4% percent were from low-income families.

Heberle Elementary school is the only school in the district which houses the Extended Day Enrichment Program. This alternative program's enrollment was 65 students in October 1988. The school received additional funds and staff to support this program.

The school enjoyed a profitable relationship with its Partner-in-Education, Federated Department Stores, and the Friends of Heberle, an organization founded specifically to help support the school. Employees of the Federated Department stores tutored third grade students regularly, the company sent a group of six students through a ten week social skills course at the School of Applause, and they supported the school in other ways. Over $6000 was raised by the Friends of Heberle during the 1988-89 school year.

Bronson Settlement. The Bronson Settlement funded an instructional leader, a school counselor, and three instructional assistants. The instructional leader devoted the majority of his time to monitoring the school's lunchroom and playground, assisting teachers, and working with students with discipline problems. The school counselor worked with students, met with parents, taught appropriate units in classrooms, and oversaw the student council program.

Each of the three instructor assistants managed one of the three computer labs at the school: the Wasatch computer lab, the Writing to Read computer lab, and the Apple II computer lab. Each of these labs were originally established with Bronson Settlement funds.

The Wasatch computer lab served grades 4-6 at Heberle. Reading and language arts instruction was its focus. The lab was open five days a week. Students usually came with their entire class along with their teacher. All classes came to the lab at least twice each week. The lab had fourteen computers for students to use, and one student worked at each computer station at a time. The instructor assistant acted as a lab manager and worked along with the classroom teacher during each period. The lab has existed at this school for three years.

The Wasatch software operates on IBM PC jr. computers and is networked to each computer from one main computer station. The software is both tutorial and drill and practice. If often requires students to generate their own correct answers rather than choose from multiple choices. Most of Wasatch's programs focus on specific reading skills. However, one series of reading programs assists children in the reading of trade books by building background knowledge before reading and checking comprehension after reading.

The Writing to Read computer lab served kindergarten and grade 1. Although grade 1 students participated all year long, kindergarten students began participating in the program in January. Its focus was reading and writing instruction and the lab was open five days a week. Students usually came in small groups without their teacher. Each group came to the lab twice a week. The lab had twelve computers for students, and usually one student worked at each computer station. The instructor assistant acted as the lab manager and worked with students, frequently communicating with the classroom teacher. The lab has existed at this school for three years.

The IBM PC jr. computers which operate the Writing to Read software make up two of the five components of the lab. Computer software is used for both phonics instruction, word games and story writing. Students enjoy having literature read to them at a listening station. They practice writing in journals while being directed by instructors on audio tape. At three of these stations, students use headphones to minimize room noise. At a fifth station, students practice molding letters from clay, cutting out letters from paper, and then making words with them.

The Apple II computer lab served grades 2-6 and special education classes. It's focus was mathematics instruction and was open five days a week. Students usually came in small class groups without their teacher. Students in each class came to the lab once every other week. The lab had eleven computers for students and one student worked at each computer station. The instructor assistant acted as the lab manager and coordinated student work under the direction of the classroom teacher. The lab has existed at this school for five years.

The Apple II lab was equipped with multiple copies of all of the MECC software programs available centrally upon request, as well as other commercially produced software. The lab also had several printers for printing student work.

A Chapter 1 mathematics teacher worked with identified students in small groups on mathematics skills. Students served were identified using standard Chapter 1 eligibility criteria. Thirty-seven students were serviced each day for one class period. Although this teacher was not funded under the Bronson Settlement, this support was supplied by Chapter 1 because of Heberle's participation in the Low-Achieving Schools Program.

Remaining Bronson Settlement Agreement funds were used to purchase various student awards, school supplies and equipment.

Heinold Individually Guided Education Elementary School

School Background. Heinold Individually Guided Education (IGE) Elementary School is located on Baltimore Avenue and is on the western edge of South Cumminsville-Millvale. Rita Swegman was appointed principal during the 1988-89 school year. She followed both Ray Smith who served as principal at Heinold for two years and Edward Jung who was principal for the first two years of the Low-Achieving Schools Program.

Heinold became an alternative school twelve years ago but is the youngest of the four IGE schools in the school district. It was organized with grades K-8 and had an all day kindergarten program, a Chapter 1 preschool, several special education units, and a Chapter 1 reading program. Because of the size of its student population and because its organization included grades 7 and 8, Heinold had a full time assistant principal and a part time counselor. The school also received additional funds and staff to support its alternative program.

Heinold's average daily membership reported in October 1988 was 558 students with a 69.2% black membership. Students from various communities within the city attended the school but most were from its surrounding communities and 93.4% of these students were from low-income families.

Hillshire Farm and Kahn's, Heinold's Partner-in-Education, supported the school through student awards given each quarter. Students received awards for academics, attendance, and citizenship. Selected students from this group were treated to lunch and received hats and jackets on which were printed the Hillshire Farm and Kahn's logo. Teachers of these selected students were also treated to lunch along with teachers who had perfect attendance.

Bronson Settlement. The Bronson Settlement funded three additional classroom teachers. Two of these teachers were regular classroom teachers and were used to reduce the pupil to teacher ratio in grades 7 and 8. The third teacher served as the Intervention Classroom Program (ICP) teacher.

Intervention Classroom Program (ICP) is an in-school suspension program for students in all grades at the school. Students were sent to the ICP teacher by the school principal. The ICP teacher contacted the parents of students, counseled with students, and supervised the course work the students completed while in ICP. The ICP teacher reported that an average of 14 students were assigned to the ICP class each day. The length of student placement each time assigned to the ICP room, ranged from one day to ten days.

Heinold had both Writing to Read and Apple II computer labs originally established with Bronson Settlement Agreement funds. However, neither of the instructor assistants who managed the labs was funded by the Bronson Settlement Agreement.

The Writing to Read computer lab served kindergarten and grade 1. Grade 1 students participated all year long, while kindergarten students began the program in January. Its focus was reading and writing instruction. The lab was open five days a week. Students came in small groups without their classroom teacher 2-3 times a week. The lab had ten computers for students, and usually students worked individually at each computer station. The instructor assistant acted as the lab manager and communicated with the classroom teacher concerning student progress. The Writing to Read Computer lab has existed at this school for four years.

The IBM PC jr. computers which operated the Writing to Read software made up two of the five components of the lab. Computer software was used for both phonics instruction and for story writing. Students enjoyed having literature read to them at a listening station. They practiced writing in journals while being directed by instructors on audio tape. At three of these stations students used headphones to minimize room noise. At a fifth station, students practiced molding letters from clay, cutting out letters from paper, and then making words with them.

The Apple II computer lab served grades 2-8. It was used for instruction in reading, language arts, mathematics and science. The lab was open five days a week. Students usually came in whole class groups. Some classes came with their teacher and some without. Each class came to the lab one time a week. The lab had fourteen computers for students and usually two students worked at each computer station. The instructor assistant acted as the lab manager and worked under the direction of the classroom teacher. The lab had existed at this school for four years.

The Apple II lab was equipped with multiple copies of all of the MECC software programs available centrally upon request, as well as other commercially produced software. The Apple II lab also had several printers for printing student work.

Hoffman Elementary School

School Background. Hoffman Elementary School is located on Durrell Avenue in Walnut Hills. Theresa Henderson was principal at this school for the the third year in 1988-89. She followed Gwendolyn Robinson who was principal at Hoffman for the first two years of the Low-Achieving Schools program.

During the 1988-89 school year, Hoffman was organized with grades K-6 and had an all day kindergarten program, a Head Start preschool, several special education units, and a Chapter 1 reading program. The average daily membership at Hoffman reported in October 1988 was 358 students with a 99.7% black membership. All students in the regular education program lived in the surrounding community and 94.5% were from low-income families.

The school enjoyed a profitable relationship with its Partner-in-Education, the Western Southern Life Insurance Company. This company sponsored one field trip per grade level, career day, the sixth grade celebration, and a trip to the Center of Ohio Science and Industry in Columbus for students on the academic honor roll for three quarters out of four. Over 1500 bookcovers on which the school's logo was printed were supplied to students. The staff and administration were very pleased with this company's support for their students.

Hoffman also received state assistance through the Urban Demonstration Project to improve its services to students. These services included those provided by an in-school suspension class teacher, school counselor and an instructor assistant.

Bronson Support. The Bronson Settlement funded an administrative assistant and an instructor assistant. Also, Wasatch and Apple II computer labs which were originally established with Bronson Settlement funds were in operation during this past year.

The administrative assistant devoted the majority of his time assisting teachers with both the mathematics and reading programs, implementing the school's discipline plan, and monitoring students in the lunchroom and on the playground.

The Wasatch computer lab served grades 3-6 at Hoffman. Reading instruction was its focus, but language arts programs were used on occasion. The lab was open three days a week. Students came in whole class groups along with their teacher. Each class came to the lab one time each week. The lab had fifteen computers for students to use. Students in large classes worked in pairs. The instructor assistant acted as a lab manager and worked along side the classroom teacher during each period. The lab has existed at this school for three years.

The Wasatch software operates on IBM PC jr. computers and is networked to each computer from one main computer station. The software is both tutorial and drill and practice. If often requires students to generate their own correct answers rather than choose from multiple choices. Most of Wasatch's programs focus on specific reading skills. However, one series of reading programs assists children in the reading of trade books by building background knowledge before reading and checking comprehension after reading.

The Writing to Read computer lab which was purchased with Bronson Settlement funds, was dismantled because an instructor assistant could no longer be funded with Bronson Settlement funds to manage the lab. All Writing to Read equipment and materials were placed in primary classrooms, kindergarten through grade 3. Two first grade teachers reported using two components of the program this past year. One component used by both classrooms was the story writing station. However, teachers at Hoffman are interested in having the Writing to Read lab back in operation if an assistant can be placed in the lab.

The Apple II computer lab served grades 2-6. Its focus was mathematics and reading instruction and was open five days a week. Grades 2 and 3 were regularly scheduled in the lab two days a week. Other classes came as needed. Classes came in whole groups along with their teacher. There was no instructor assistant to act as lab manager. There were 12 computers for students. The lab has existed at this school for five years.

The Apple II lab was equipped with multiple copies of all of the MECC software programs available centrally upon request, as well as other commercially produced software. The lab also had several printers for printing student work.

Remaining Bronson Settlement funds were used to purchase materials and supplies.

Rothenberg Elementary School

School Background. Rothenberg Elementary School is located on East Clifton Avenue in Over-the-Rhine. Louise Stallworth was principal at this school for the 1988-89 school year and first came as principal in 1985-86. Gerald Porter was principal for the first year of the Bronson Settlement period. The school will be celebrating its 75th anniversary during the 1989-90 school year.

During the 1988-89 school year Rothenberg was organized with grades K-6, and had an all day kindergarten program, a Chapter 1 preschool, several special education units, and a Chapter 1 reading program. Rothenberg's average daily membership reported in October 1988 was 464 students with a 90.7% black membership. All students in the regular education program lived in the surrounding community and 95.4% percent were from low-income families.

An anonymous benefactor has provided Rothenberg the necessary funds for special school projects which included room remodeling and student attendance rewards. At the end of the 1987-89 school year, this benefactor sent the entire student population and staff to Kings Island providing bus transportation, entrance fees, and two meal tickets per person. The relationship between Rothenberg and this benefactor began in the 1987-88 school year after the benefactor became aware of the low-achieving status of the school. During the 1988-89 school year, Rothenberg worked with this person to help provide a proper site adjacent to the school for an outdoor education program. Although this project has not been completed, progress has been made.

Recently, the grandson of Lewis Rothenberg, the person for whom the school is named, became involved with the school. For the second year this person took to lunch each sixth grade student who passed the Special College Preparatory School Test and gave each one $100. He and his wife came frequently to the school to read to children and participated in school functions.

Rothenberg's Partner-in-Education was the Cincinnati Post. This partnership was very beneficial to the school. The Cincinnati Post conducted a reading club after school for thirty students three days each week, ten students per day. It also printed the school's annual progress report. Every child in the school was given a Christmas present, attendance and achievement awards were provided each quarter and Cincinnati Post allowed employees participated and assisted in school assemblies.

Bronson Settlement. The Bronson Settlement funded an instructional leader, one teacher for a prereading class, and three instructor assistants. Also, Writing to Read and Apple II computer labs which were originally established with Bronson Settlement funds were in operation during the past school year.

The instructional leader devoted the majority of her time to assisting and working with teachers. She also monitored the new reading program, spent time in classrooms observing teachers, managed the testing program for the school and monitored both the Apple II and Writing to Read computer labs.

The prereading teacher was assigned to work with a maximum of 16 students who, based on their kindergarten performance, were judged to lack the skills needed for a successful first grade experience. Given satisfactory progress, students from this class are able to move directly to second grade after a year in this program.

Three Bronson funded instructor assistants supported the school program. One assisted reading teachers, a second instructor assistant was responsible for monitoring student attendance. This person's duties included keeping attendance records, rewarding students weekly for good attendance, making home visits, and operating the after school detention of tardy students.

The third instructor assistant managed the Writing to Read computer lab.

However, the lab was opened very late in the school year due to a request from the central office. This lab served grade 1 students only. Its focus was reading and writing instruction. The lab was open four days a week. Students usually came in small groups along with another instructor assistant. Each group came to the lab three times a week. The lab had ten computers for students and usually two students worked at each computer station. The instructor assistant acted as the lab manager, and communicated frequently with the classroom teacher. The lab has existed at this school for two years.

The IBM PC jr. computers which operate the Writing to Read software make up two of the five components of the lab. Computer software is used for both phonics instruction, word games and story writing. Students enjoy having literature read to them at a listening station. They practice writing in journals while being directed by instructors on audio tape. At three of these stations, students use headphones to minimize room noise. At a fifth station, students practice molding letters from clay, cutting out letters from paper, and then making words with them.

Each kindergarten class received one IBM PC jr. computer to operate the Writing to Read software within the context of each kindergarten classroom.

The Apple II computer lab served grades 2-6. It was used for instruction in language arts, mathematics and science. The lab was open five days a week. Students usually came in whole class groups with their teacher. Most classes came to the lab twice a week. The lab had eleven computers for students and two students worked at each computer station. The instructor assistant acted as the lab manager and worked with students under the direction of the classroom teacher. The lab has existed at this school for five years.

The Apple II lab was equipped with multiple copies of many of the MECC software programs available centrally upon request, as well as other commercially produced software. The lab also had several printers for printing student work.

A Chapter 1 mathematics teacher served thirteen students in a mathematics infusion program for two class periods each day, one in grade 2 and one in grade 3. The teacher, under the direction of the classroom teacher, focused on the instructional needs in mathematics of students. Students served were identified using standard Chapter 1 eligibility criteria. Although this teacher was not funded under the Bronson Settlement, this support was supplied by Chapter 1 because of Rothenberg's participation in the Low-Achieving Schools Program.

Remaining Bronson Settlement funds were used to complete the payment of the Writing to Read computer lab.

Washington Park Elementary School

School Background. Washington Park Elementary School is located on West Fourteenth Street in Over-the-Rhine. Helena Paul was the principal at this school for the second year in 1988-89. She followed Roger Haines who was principal during the first few years of the Low-Achieving Schools Program.

During the 1988-89 school year, Washington Park was organized with grades K-6 along with several special education units, including one for visually impaired students. It also had a Chapter 1 preschool program, a Chapter 1 reading program, and an all day kindergarten program. Washington Park's average daily membership reported in October 1988 was 526 students with an 85.9% black membership. All students in the regular education program lived in the surrounding community and 94% were from low-income families.

Washington Park was one of only a few schools in the district to redesign its Chapter 1 reading program into a partial immersion program. Chapter 1 teachers and their instructor assistants worked along side classroom teachers for 2.5 hours each day for grades 1 and 2 and 1.7 hours for grade 3 helping Chapter 1 students master reading skills taught in the classroom. The Chapter 1 teachers worked with children in small groups outside of the classroom as needed.

The school enjoyed a profitable relationship with its Partner-in-Education, the Kroger Company. Employees tutored students and shared their talents with students in various classrooms. Three years ago the Kroger Company also established the Kroger Scholarship Fund. Students at Washington Park with grades of A's or B's in subjects, conduct, and effort can receive up to $1000 during the school year. For each "Superstar," money is placed into a personal account at the end of each quarter in the Star Bank for use in funding their post secondary education.

Bronson Settlement. The Bronson Settlement funded an instructional leader and three instructor assistants. Two of these instructor assistants were assigned to assist regular classroom teachers. The third managed the Wasatch computer lab. Wasatch and Writing to Read computer labs which were originally established with Bronson Settlement funds were in operation.

The instructional leader devoted the majority of her time to informally observing teachers, coordinating special school projects, coordinating the new reading program, coordinating the school's testing program, and supervising students during lunch and before and after school.

The Wasatch computer lab served grades 4-6 at Washington Park. Reading and language arts instruction was its focus, and it was open five days a week. Students came in whole class groups with their teacher. Each class came to the lab an average three times each week. The lab had fifteen computers for students to use and usually two students worked at each computer station. The instructor assistant acted as a lab manager and worked along side the classroom teacher during each period. The lab has been in operation at this school for three years.

The Wasatch software operates on IBM PC jr. computers and is networked to each computer from one main computer station. The software is both tutorial and drill and practice. If often requires students to generate their own correct answers rather than choose from multiple choices. Most of Wasatch's programs focus on specific reading skills. However, one series of reading programs assists children in the reading of trade books by building background knowledge before reading and checking comprehension after reading.

The Writing to Read computer lab served students in kindergarten and grade 1. Both grade 1 and kindergarten students began the program in January. Its focus was reading and writing instruction. The lab was open three days a week. Students usually came in small groups with the instructor assistant assigned to their classroom teacher. Each student came to the lab once a week. The lab had 12 computers for students and usually two students worked at each computer station. The lab has existed at this school for three years.

The IBM PC jr. computers which operate the Writing to Read software make up two of the five components of the lab. Computer software is used for both phonics instruction, word games and story writing. Students enjoy having literature read to them at a listening station. They practice writing in journals while being directed by instructors on audio tape. At three of these stations, students use headphones to minimize room noise. At a fifth station, students practice molding letters from clay, cutting out letters from paper, and then making words with them.

The Apple II computer lab which had also been set up with Bronson Settlement funds was dismantled at the beginning of this past school year. Most of the computers were placed in the classrooms of the intermediate mathematics and science teachers. The remaining Apple computers were placed on mobile carts for other classroom use.

One of the two instructor assistants who worked with regular classroom teachers also monitored student attendance and tardiness daily. Chronically tardy students received after school detentions which this person monitored.

Four teachers were funded to spend additional time to operate after school homework assistance and counseling programs. Students identified as high risk because of poor academic or social skills participated in these programs.

A full year in-service training program was planned for the staff. Teachers were paid for time spent in in-service training after school hours at the beginning of the school year while remaining sessions were held during regular staff meetings. All sessions focused on improving student achievement and student behavior.

The school's resource center received $4000 to purchase books and other media for school use. Remaining funds were used to purchase school equipment and supplies.

Windsor Elementary School

School Background. Windsor Elementary School is located on Windsor Avenue in Walnut Hills. Wilbur Sanford was principal at this school for the 1988-89 school year and came as principal to this school before the Bronson Settlement Agreement period began.

During the 1988-89 school year, Windsor was organized with grades K-6, and had a Chapter 1 preschool program, a Chapter 1 reading program, and several special education units and all day kindergarten program. Windsor's average daily membership reported in October 1988 was 358 students with a 98.6% black membership. All students in the regular education program lived in the surrounding community and 90.5% percent were from low-income families.

The school enjoyed a profitable relationship with its Partner-in-Education, the Cincinnati Enquirer, and a profitable one, as well, with the Montgomery Baptist Church. The Cincinnati Enquirer sponsored the school's first family night out and fed dinner to over 300 people. It provided quarterly academic awards for students and monthly awards for classes with good behavior in the lunchroom. The Cincinnati Enquirer also sponsored an end-of-year dinner for the school's staff. The Montgomery Baptist Church, whose minister is a former Windsor student, supplied tutors each Tuesday who worked with primary students for one hour. Christmas presents were purchased by the church for all children at the school. The church also funded special events such as picnics and trips to Kings Island for particular student groups.

Windsor also received state assistance through the Urban Demonstration Project to improve its services to students. These services included those provided by an in-school suspension classroom teacher, school counselor, and an instructor assistant.

Bronson Settlement. The Bronson Settlement funded an instructional leader and 1.5 instructor assistants. Also, Wasatch and Writing to Read computer labs which were originally established with Bronson funds were in operation.

The instructional leader devoted the majority of her time to observing classrooms, holding conferences with teachers, assisting teachers in lesson planning, and coordinating special programs. She also spent time each day supervising the lunch and breakfast programs and the school's playground.

The two instructor assistants managed the Wasatch and Writing to Read computer labs. The Apple II Computer lab (originally established with Bronson funds) was dismantled prior to the 1988-89 school year. Most of the Apple II computers were placed in the intermediate mathematics teacher's classroom. Others were placed in second and third grade classrooms so that each of these rooms had at least one Apple II computer.

The Wasatch computer lab served grades 4-6 at Windsor. Reading and language arts instruction was its focus. The lab was opened five days a week. Students came in whole class groups along with their teacher. Each class came to the lab each day of the week. The lab had fifteen computers for students to use and one student worked at each computer station for half the period and then students switched for the other half. While students were not working on the computer, they were working at desks on related work. The instructor assistant acted as a lab manager and assistant to the teacher during each period. The lab has existed at this school for four years.

The Wasatch software operates on IBM PC jr. computers and is networked to each computer from one main computer station. The software is both tutorial and drill and practice. If often requires students to generate their own correct answers rather than choose from multiple choices. Most of Wasatch's programs focus on specific reading skills. However, one series of reading programs assists children in the reading of trade books by building background knowledge before reading and checking comprehension after reading.

The Writing to Read computer lab served kindergarten and grade 1.

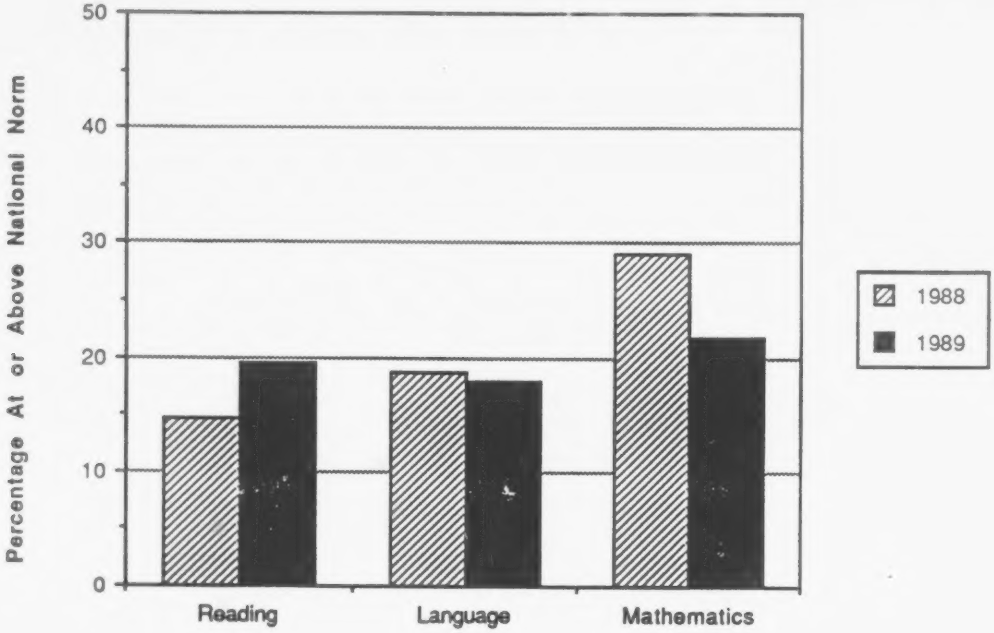
However, kindergarten students began attending the lab in mid-April. The lab's focus was reading and writing instruction and was open five days a week. Students came in whole class groups along with their teacher. Each class came to the lab five times a week. The lab had twelve computers for students and usually two students worked at each computer station. The instructor assistant acted as the lab manager and worked with students along with the classroom teacher. The instructor assistant also spent about half of her time providing remedial reading instruction to small groups of grade two students in the lab. Writing to Read materials were not used with these students. The lab has existed at this school for three years.

The IBM PC jr. computers which operate the Writing to Read software make up two of the five components of the lab. Computer software is used for both phonics instruction, word games and story writing. Students enjoy having literature read to them at a listening station. They practice writing in journals while being directed by instructors on audio tape. At three of these stations, students use headphones to minimize room noise. At a fifth station, students practice molding letters from clay, cutting out letters from paper, and then making words with them.

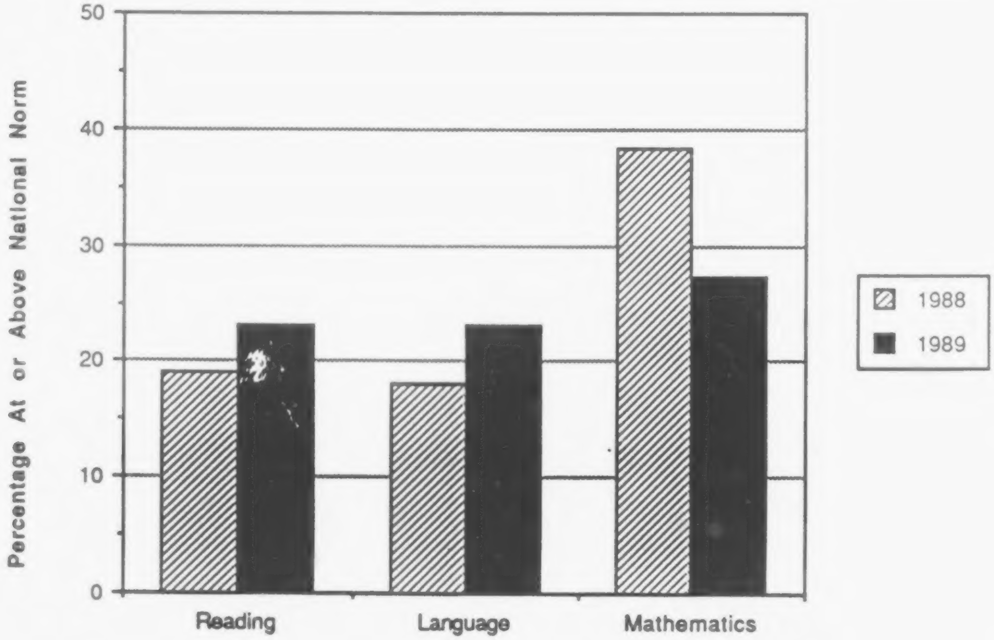
Remaining Bronson Settlement Agreement funds were used to purchase test preparation materials and to replace consumable supplies in the Writing to Read computer lab.

Appendix B

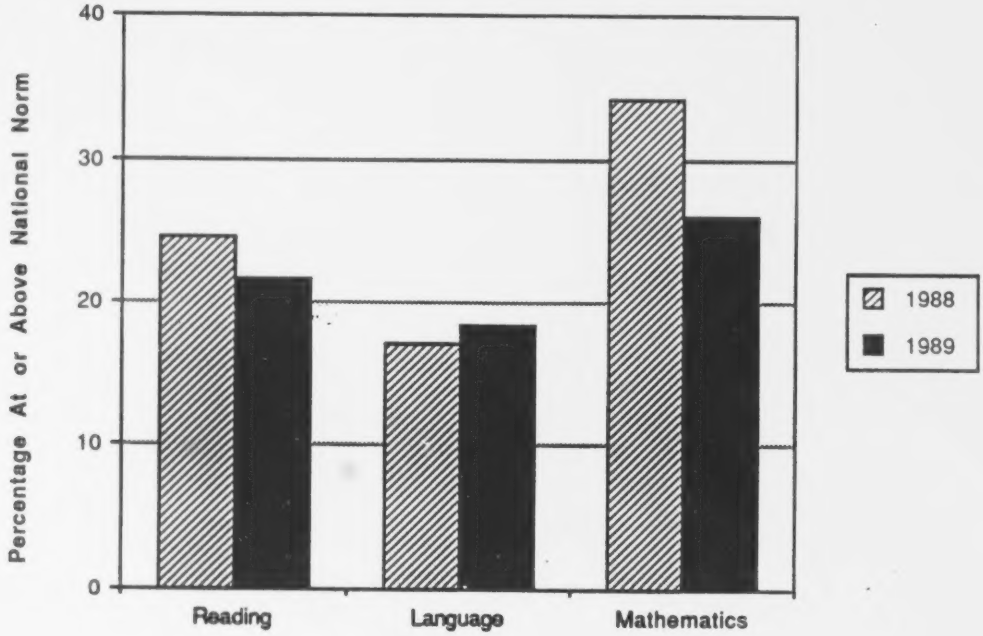
Hays Elementary School - California Achievement Tests Results



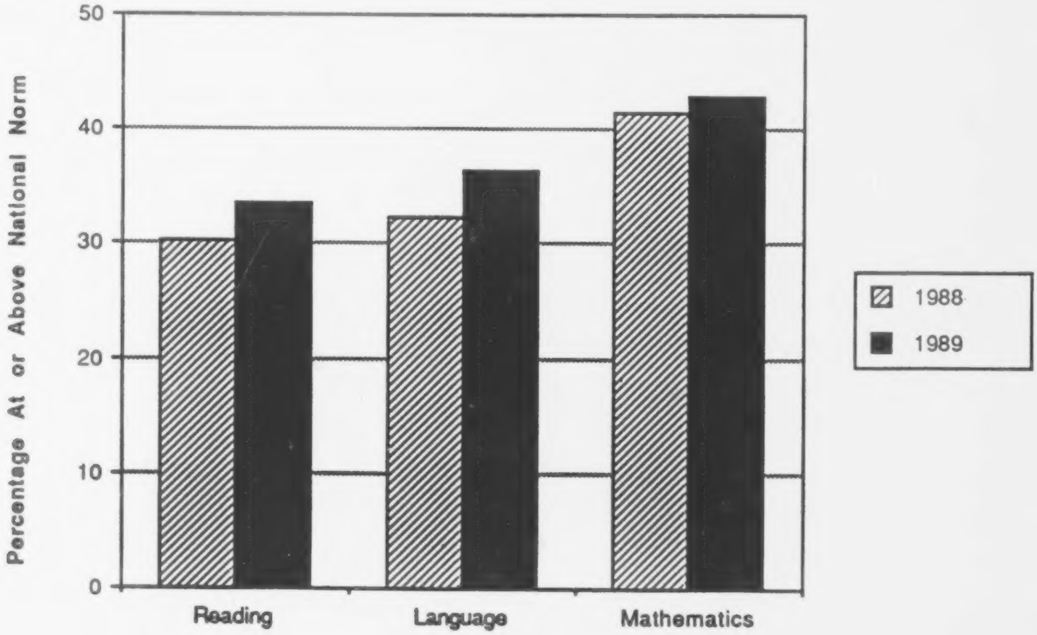
Heberle Elementary School - California Achievement Tests Results

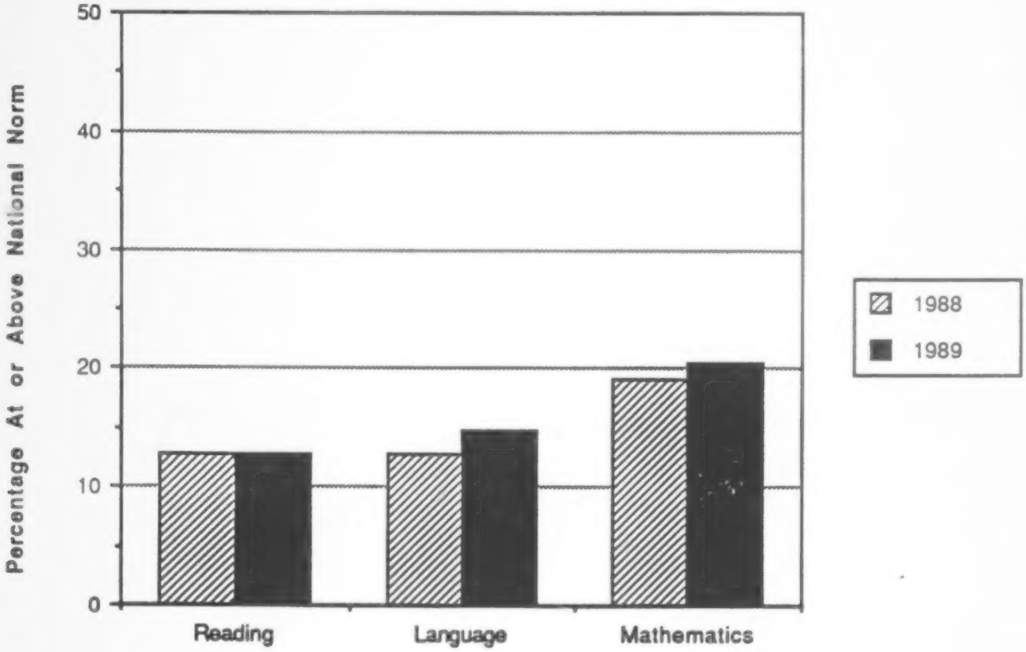


Heinold IGE Elementary School - California Achievement Tests Results

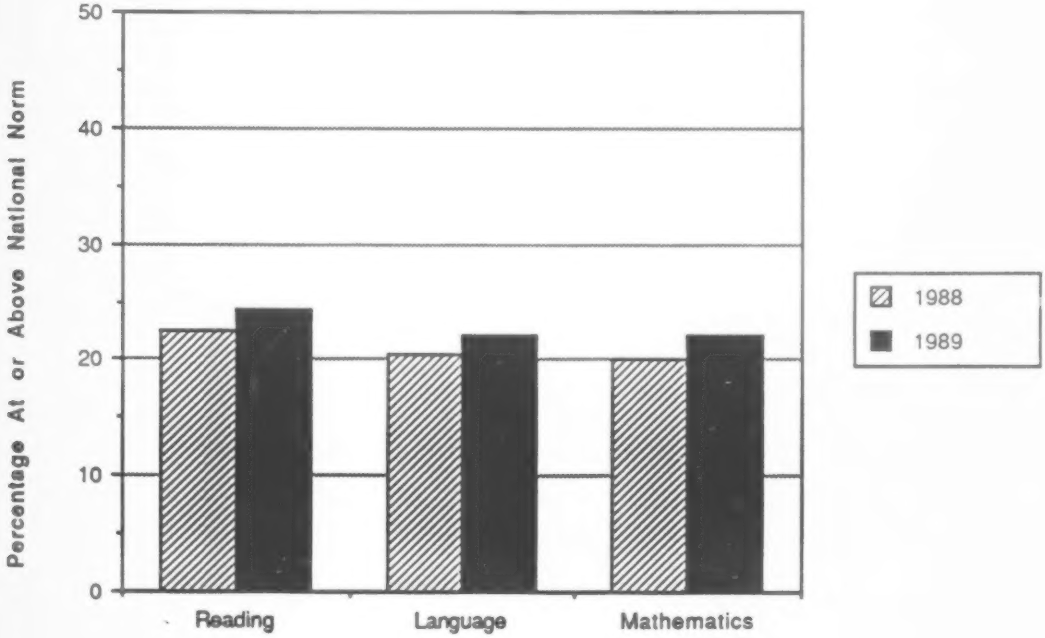


Hoffman Elementary School - California Achievement Tests Results



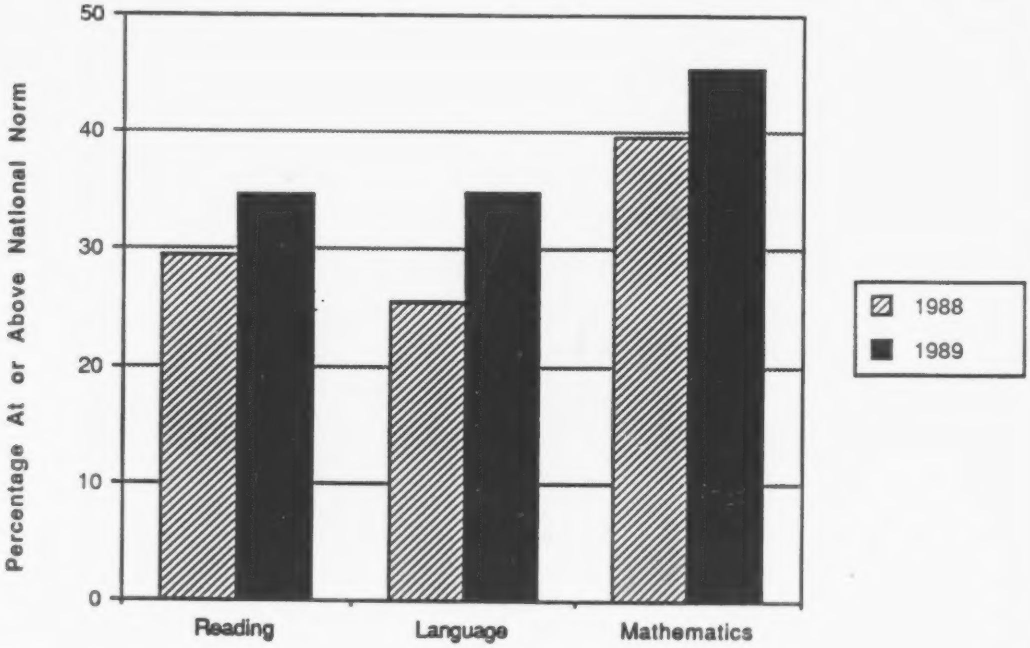


Rothenberg Elementary School - California Achievement Tests Results



Washington Park Elementary School - California Achievment Tests Results

Windsor Elementary School - California Achievement Tests Results



APPENDIX F

COMMUNITYWIDE TASK FORCE MEETING

September 6, 1988

Minutes

Members Present: Robert Brown, Cheryl Grant, Marilyn Hoehne, Duane Holm, Nelson Schwab, Marian Spencer, and William Seitz

Also in attendance were Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternative/Settlement Office for Cincinnati Public Schools

Bill Seitz opened the meeting at 7:35 p.m. Minutes of June 27 meeting were approved.

Mr. Seitz has written letters to Dr. Powell and Pat Massey regarding motions that are reflected on page 6 of the June 27 minutes. He has not as yet received any response from Dr. Powell. He did receive a response from Pat Massey indicating that the Lazarus money was really Cincinnati Public Schools money, not Greater Cincinnati Foundation money, and it was being held for the Cincinnati Public Schools to explain what they wanted to use it for, but Ms. Massey will pass along the request of the Task Force.

The three recommendations which were made (hiring of community liaisons, recruiting of bus monitors, and evening open houses with transportation provided) were implemented. Duane Holm felt very good about the way things were going. He has not been out to the schools, but he has talked to pastors in Price Hill and the West End who think that things have gone very well.

Frank Fields praised Duane Holm and Nelson Schwab for their effective campaigning behind the scenes, and the Task Force for support of the recommendations. Two community facilitators have been employed at $2500 each. Mr. Schwab pointed out that Dr. Powell secured the money for the facilitators from the Greater Cincinnati Foundation. Mr. Fields has seen the statistics on the number of phone calls and home visits made, and while we are short on the original projection, the effort of community people was fantastic. He feels this money was well spent.

Rev. Holm said the group that he and Nelson Schwab convened agreed to meet again in October to look at what might be done this year to help get ready for the paired schools next year.

The question of Frank Fields' position description was discussed again. Dr. Evans distributed copies of three letters concerning the job description. One letter was from Dr. Powell clarifying Mr. Fields' job description, and establishing that he is reporting directly to her and has the power of her office wherever necessary. Judge Rice has decided that he will accept the job description at this point in time until some occurrence happens that causes the need for further definition of the description. There is still concern about this matter, and the topic may be revisited at a later meeting.

Marian Spencer raised the issue of whether there would be a change in the Youth Collaborative which initiated racially segregated kindergartens at Taft and McKinley. Frank Fields pointed out that those are general fund programs and they are not paid from Bronson funds. As a result of the mid-point hearing, Bronson no longer pays for Burton, Bond Hill, or Rockdale. There are no Bronson monies being expended in racially segregated schools. Mrs. Spencer feels this is not in compliance with the agreement. It was pointed out that everyone involved always knew there would be some small number of schools not in compliance, even in 1991. While the hope is to have all schools in compliance, the court mandate around the Taeuber does not present that as an ultimatum. When Taft and McKinley were presented at the mid-point hearing as problematic schools, the funding was changed. Dr. Evans said that it is clear from the agreement that you can still have some racially identifiable schools in this district and still have met every part of the Bronson settlement. One of the major things we do have now is that Mr. Fields is in charge of all Bronson funds, so we now know where the money goes, which we did not know in the past. Mr. Brown feels that if two schools are picked in which to try to make a success out of containing the dropout problem, why would the school system pick two racially segregated schools. There is something wrong with that message.

Mrs. Spencer questioned whether it would be possible to spend some Bronson funds at Bond Hill and Burton and make them a part of the change. She said the reason the court suit was entered into was because of the proposed programming and the lack of following up on that programming. She contends that this remains a very important program. Bill Seitz feels that the school system still has an obligation to do something toward desegregation, even if they tried but could not attract whites.

Since the Task Force was told at the June meeting that there is an alternative schools committee, Bill Seitz would like to know: (a) has the committee met? (b) what is the status of the Communications School? and (c) is there a change in the alternative schools policy? Frank Fields responded to the last question. He said the Board of Education may suspend any policy that it has. The last time a policy was suspended was around school closings and the creation of three magnet schools on the western side of town. The last alternative schools committee functioned under a program approval mandate, not a site mandate. Previous to that, the committee had both program and site approval. He is now reconstituting the alternative program committee, which is not a site committee. The Superintendent and the Board will reserve that right. The alternative committee will decide, based on data, that is is viable to have a program or a school of a certain type. It is a review committee. There are discussion plans at this point for additional senior high school alternatives because we will be slightly imbalanced at the senior high levels. The Communications School was mentioned again. The Alternative/Settlement Office is investigating this type of school. They are trying to locate successful models. Without the Magnet Schools Grants, the Alternative Office would be in serious trouble. The Magnet Schools grant from Washington runs out in 1989, and the school system has to assume the cost in 1989.

The Board did change alternative school policy to state that, in any alternative school where there were two or more sites, the Superintendent would have the right of assignment. Dr. Powell was not in favor of this change, since she already has the right to assign students to sites. Mr. Brown said he would like to investigate this issue further. At some later date, the Task Force may want to show some support for Dr. Powell on this issue, and this will be discussed at another meeting.

Rev. Holm discussed the assignment of the all-day kindergartens. He had been assuming that all-day kindergarten could be used as rewards for schools that are integrating, but when he looked at the percentages on the schools that are receiving the all-day kindergartens, most of them have racial percentages pretty high one way or the other. It seems as thought they are being used as bait instead. The all-day kindergartens are supposed to be racially balanced, so they were offered to schools that are not racially balanced, in order to improve this. Mr. Fields said that Bronson funded kindergartens must be racially balanced. They are to aid and improve desegregation in a given school. The additional all-day kindergartens which were funded by the tax levy did not have to follow what has to be followed for Bronson funded programs. He thinks the all-day kindergartens should be allocated to schools which are racially balanced, not to segregated schools. The Task Force members feel this is a concern that should be raised with the Superintendent. They would also like to see what the racial balance is in those schools that received the new all-day kindergartens. Marian Spencer is very concerned that the school system can still use general fund money to promote segregated schools, while it is impossible to use Bronson funds in a segregated school. She finds these two concepts totally at odds. She would like to have some clarification of that, and also where the judge comes in. The members also have more concerns about what happens after 1991. Cheryl Grant said it appears that throughout the history of the school system, many decisions were made not race-based, but as long as Bronson money is not funding one-race schools, it is ok. Yet in 1991, there will be no Bronson money and there will be the one-race schools, so if schools are going to be integrated, it can't be done without a policy change on the general fund, because it will be general fund that will maintain an integrated system or a one-race system. Mr. Fields said that in 1991 everything will be general fund, and we are obligated to maintain what we said in federal court we are doing. Marian Spencer said that, since 1973, the Board of Education has dealt with issues the Bronson Settlement addressed. She is concerned that the Board in 1988 does not understand the inability to make decisions voluntarily. She thinks the Task Force should ask the Board to look at the policy decision regarding the reason for the Bronson suit.

Frank Fields distributed copies of the new Student Handbook, which replaces the old code of conduct, and speaks to self discipline.

The meeting was adjourned at 9:15 p.m.

jlc

COMMUNITYWIDE TASK FORCE MEETING

October 3, 1988

Minutes

The October 3, 1988 meeting was attended by Hoehne, Jones, Schwab, Seitz, Spencer, and Spiegel, with Fields and Evans in attendance as observers. Minutes of the September 6 meeting were approved with the correction that Mrs. Spencer was in attendance.

The group decided to take no collective action on the proposal to reschedule Board of Education meetings; each member may respond separately if they desire.

Lillian Jones was appointed to take Dwight Wilkins' place on the Alternative Schools Committee.

Frank Fields reported that alternative programs in Health Careers and Communication Arts are being pursued for high school in 1989-90. He further reported that the Coordinating Committee has been reconstituted and has held one organizational meeting.

In response to questions, Mr. Fields reported:

1) attendance in the new Price Hill schools is very good, but it is less certain in the West End schools;

2) the district has a cross-cultural K-12 curriculum;

3) 4 of the 7 Low Achieving Schools showed demonstrable progress, and although there was consideration given to replacing some of these schools with other lower achieving schools in the "LAST" program, it was determined not to do so until 1990-91 or after.

Mrs. Spiegel requested that Dr. Green be asked to a future meeting to discuss the cross-cultural program and that Bob Gazaway be invited to discuss the Low Achieving Schools project, and specifically why it was determined not to drop the better performers and substitute others.

Dr. Evans reported that the Taueber count begins October 3.

Lillian Jones conveyed Karla Irvine's request that the Task Force send a letter of support to her for the Ohio Housing Finance Agency, to support the program of targeted incentives for eligible persons under the state mortgage bond program who decide to live in integrated census tracts. After discussion, it was voted that Karla should draft such a letter for the co-chairs to sign or revise if necessary.

Marilyn Hoehne raised concerns over the extent to which the Task Force has focussed on the Settlement's requirement, and on our mission statement's goal, of ensuring that integration takes place through educationally sound programs that produce quality integrated education. Among the concerns raised in the ensuing discussion were over perceived lowered teacher and principal expectations, test score performance, and "what the teachers, students, and parents think" about the quality of the educational environment being offered in C.P.S.

It was agreed that these serious questions should be raised again in November so that a more complete quorum could help shape the issues.

Mrs. Spiegel reminded everyone that the agenda we agreed on some months ago needs to be developed and pursued, and that that might be a way of addressing Mrs. Hoehne's concerns.

Whereupon, the meeting adjourned at 9:00 P.M.

Respectfully submitted,

William J. Seitz
Acting Secretary

School tally

How individual schools performed on the California Achievement Test compared to the national norm.

Elementary

	Reading		Language		Math	
	Number tested	Percent at or above norm	Number tested	Percent at or above norm	Number tested	Percent at or above norm
Anderson Place	568	45.8	566	37.6	568	49.1
Bond Hill	387	31.3	387	29.7	385	30.1
Bramble	303	43.6	305	40.7	304	46.1
Burton	404	31.7	408	27.9	408	39.5
CAPE Primary	376	42.6	376	46.3	379	53.0
Carson	407	51.1	409	53.8	407	57.0
Carthage	288	42.7	288	43.8	287	51.6
CBA/AWL	560	61.1	560	61.3	616	57.0
Central Fairmount	468	34.2	466	31.5	468	47.0
Chase	799	25.5	800	20.5	792	29.0
Cheviot	317	39.4	316	33.5	318	45.6
Clifton	487	50.5	484	46.1	504	47.6
College Hill	411	49.6	406	48.0	409	55.5
Covedale	474	61.0	472	62.7	473	65.5
Douglass	513	29.0	512	28.3	502	29.1
Eastern Hills	568	35.2	563	32.9	567	36.5
Fairview	437	71.9	437	69.3	438	72.1
Hartwell	411	43.6	408	48.5	410	49.0
Hays	261	14.6	262	18.7	261	29.1
Heberle	473	19.0	474	18.1	494	38.3
Heinold	392	24.5	391	17.1	387	34.1
Hoffman	281	30.2	281	32.4	280	41.4
Hyde Park	272	48.2	272	41.5	271	58.7
Kilgour	341	66.0	340	62.6	340	67.8
Kirby Road	401	35.2	403	28.3	401	33.7
Linwood	259	48.4	259	61.0	259	58.8
Losantiville	228	60.5	205	69.8	228	69.7
McKinley	207	24.2	206	22.3	207	27.1
Midway	391	49.9	390	56.9	391	63.9
Millvale	234	16.2	234	15.4	233	25.8
Mt. Airy	491	45.2	487	42.1	488	46.3
Mt. Washington	448	62.5	446	58.3	447	61.1
North Avondale	409	68.9	408	63.5	407	70.0
North Fairmount	317	25.2	313	21.7	316	30.4
Oyler	416	15.1	418	14.4	421	22.6
Parham	368	28.1	363	26.9	363	33.3
Pleasant Hill	516	41.5	516	37.6	519	36.8
Pleasant Ridge	465	44.5	464	43.8	464	50.6
Quebec Heights	650	36.2	655	34.2	654	49.2
Rockdale	556	29.1	553	29.1	554	27.6
Roll Hill	325	33.2	323	35.3	320	37.2
Roosevelt	317	17.0	317	17.7	318	32.4
Roselawn/Condon	586	64.0	584	68.5	585	67.5
Rothenberg	329	12.8	339	12.7	327	19.0
Sands	526	63.9	526	64.6	524	69.7
Sayler Park	422	48.6	420	47.9	419	67.1
Schiel-Primary	265	57.7	263	56.3	264	48.1
Silverton	369	42.3	366	48.2	366	51.9
South Avondale	343	33.8	341	38.7	342	47.7
Swifton	284	42.3	285	41.1	286	46.7
Taft Elementary	307	30.6	288	29.2	308	39.3
Vine	193	25.4	194	23.7	194	32.0
Washburn	414	38.4	417	42.9	406	46.6
Washington Park	433	22.4	431	20.4	433	20.1
Westwood	448	47.1	446	46.9	449	53.7
Whittier	581	35.6	582	38.1	580	50.2
Windsor	279	29.4	280	25.4	280	39.6
Winton Place	381	18.9	381	13.6	384	22.1
Woodford	289	70.9	290	74.1	290	79.7

Junior/Middle

	Reading		Language		Math	
	Number tested	Percent at or above norm	Number tested	Percent at or above norm	Number tested	Percent at or above norm
Bloom	328	13.1	321	12.1	326	18.1
Crest Hills	415	20.5	413	16.9	413	22.0
Dater	699	38.9	701	34.7	689	40.1
Gamble	466	31.3	461	31.2	465	30.6
Merry	391	14.1	381	11.5	416	23.6
Peoples	654	27.5	650	20.8	650	20.0
Porter	209	16.7	206	17.5	208	21.6
Roberts	517	25.5	522	22.4	514	19.3
Schwab	523	26.6	505	19.6	555	16.0
Shroder	308	38.0	307	33.6	306	35.3

Senior

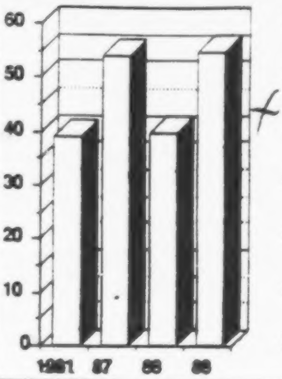
	Reading		Language		Math	
	Number tested	Percent at or above norm	Number tested	Percent at or above norm	Number tested	Percent at or above norm
Aiken	817	26.1	855	14.3	874	18.0
CAPE	816	23.2	813	18.1	816	23.4
Hughes	699	20.2	717	11.0	683	14.1
SCPA	925	72.2	918	65.3	913	68.8
Taft	567	13.2	575	7.7	566	12.0
Walnut Hills	1663	97.3	1696	92.4	1686	94.6
Western Hills	1461	35.5	1440	25.8	1426	30.6
Withrow	1335	30.4	1343	19.2	1265	20.5
Woodward/Camas	913	28.4	867	19.2	756	32.8

Source: Cincinnati School District

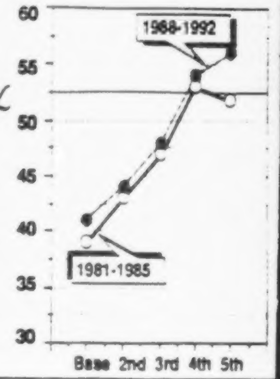
Reading scores

The first three bars in the chart at left show the percentage of Cincinnati public school students scoring at or above the national norm in reading. The fourth bar shows how students would have performed if the test had not been revised in 1988. The chart at right shows actual performance at or above the norm from 1981-1985 and projected performance at or above the norm from 1988-1992. The national norm is 50.

Reading (Grades 1-8)



Reading (Grades 1-8)



Source: Cincinnati School District

COMMUNITYWIDE TASK FORCE MEETING

November 7, 1988

Minutes

Members Present: Robert Brown, Cheryl Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Lillian Jones, Halloway Sells, Marian Spencer, Louise Spiegel, and Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator; Frank Fields, Director of Alternative/Settlement Office; and Dr. Reginald L. Green, Deputy Superintendent, Cincinnati Public Schools

Cheryl Grant opened the meeting at 7:40 p.m. The minutes of the October 3 meeting were approved.

Ms. Grant welcomed Dr. Reginald L. Green to the meeting and asked him to tell the group what is involved in the Department of Administration, Curriculum and Instruction and what issues come under his domain. Marian Spencer also voiced concern to Dr. Green about the quality of education in the school system which some committee members feel has been drastically reduced.

Dr. Green said he feels that Cincinnati is truly an urban school district which affords a viable opportunity for all students to learn. He said he supervises the development of all the instructional programs and he oversees the development of all the curriculum. Three area assistant superintendents report to him, as well as the assistant superintendent in charge of curriculum development and support services. The primary focus of the school district is currently in the area of reading and communication arts. It is felt that all pupils should be reading with comprehension at the end of grade 3. If students fail to be promoted in grades 1, 2, and 3, they become potential dropouts. By grade six if a student has failed twice, the likelihood of that child dropping out is great. He suggests that the major cause of dropouts is the lack of academic achievement. A comprehensive program in grades K-12 has been developed. Concentration this year is in K-3 and 7-8. Next year the focus will be on 4-6 and 9-12.

A math and science program is being developed. Very few students enroll in high level mathematics courses. He feels that students must be successful in taking these mathematics courses. Dr. Green suggests that three years of mathematics is necessary for a student to have kinds of choices that today's society demands. Students in grade 11 find themselves without the background in high level courses. Hopefully, a K-12 unified mathematics program will be in place within the next 18 months. Every 8th grade student in the Cincinnati Public Schools should have the opportunity to plan a 4-year schedule for grades 9-12, and have the flexibility and freedom to change that schedule.

Recommendation in Long Range Plan is to look at courses in Voc Ed to see if we are offering the right courses. There should be a Career Ladder starting in grade 10.

Summer school was very successful. There were 260 youngsters who were able to graduate from high school who would not have been able to. Over 1000 students were promoted to the next grade.

Dr. Green was questioned as to whether he had any grave concerns over what he has found since he came to the CPS. Dr. Green replied that he found an excellent school system with a lot of outstanding programs with quality choices.

There were questions about the unified reading program. Dr. Green said he found that teachers have to teach the basal reader, but the basal series is only one part. Most teachers divide students into three reading groups, such as buzzards, the red birds, and the blue birds. Some students seem to always stay in the buzzards group. Dr. Green said he wants teachers to stop teaching students in those groups and teach all students the same whole class approach, but many teachers do not seem to be able to do this.

Louise Spiegel brought up some concerns: (1) Low Achieving Schools being outside of the general educational policies and standards that apply to other schools; (2) The decision to leave the 7 original schools in the LAS program; (3) Cross-cultural curriculum opportunities; (4) The enormous amount of substitute teachers, and the fact that they seem to be reluctant to teach in the inner-city schools. The change of policy that has put the assignment of substitutes into the hands of principals should probably be changed back to having the office of substitute services handling this.

Dr. Green responded by saying that although three of the seven LAS schools had done exceedingly well, those schools remain because there is a certain level of maintenance that is necessary. If we take that away and give it to other schools, we run the risk of that school slipping back. We should identify the needs of all schools. The three schools who did well are Heinold, Hoffman, and Taft. Dr. Green also feels the term Low Achieving Schools is counter-productive. It was pointed out that the test level at Rothenberg has declined, despite the additional support. Dr.Green said he is cognizant of the situation and with the lack of achievement that occurred at that school.

Dr. Green feels pointed out the 5 general characteristics or criteria for effective schools: (1) measured standard, (2) visible strong leadership on the part of the principals, (3) School-wide goals that everyone in the school is familiar with. (4) evaluation, standardized measurement to evaluate students progress on continuing basis, (5) climate (actual physical atmosphere) in the building. Feels all these characteristics are achievable in the LAS. There is too much low expectation as to what students can do.

He, too, is concerned about faculty attendance. He is working through various programs to address that. Hoping to put into place opportunities for teachers to improve their skills. Working on a student leadership training program. It is hoped that this program would reduce the number of discipline problems and conflicts that teachers have to manage on a daily basis.

Marian Spencer said she has problems with teachers being accountable to only principals. Thinks there is something to be said for teachers to know students and communities in which they work.

Lillian Jones said she did not understand what was wrong with the Open Court Reading Program. This was implemented citywide so that students could go from one school to another. Dr. Green explained that the phonetics program worked well in grades one and two. CPS data shows that students show a gain up to grade three, and then the retention is not very good after grade 3. Some months ago they found there were as many as six different basal series being used. That is a problem when there is as much mobility as there is in the CPS. Teachers were asked to review all series, and they decided on Harcourt, Brace and Jovanovich. In addition , the literature series is McDougall-Littell. Students learn to read by reading. We want students to read whole works rather than read fragmented sections. In grades one and two, there is a standard phonics program. Then in grade three there is a very heavy literature program. There is a list of the most widely read books in America. They expect that every third grader will read 10 books.

Marilyn Hoehne brought up parental involvement. Many parents do not read, or encourage children to read. Parental involvement may be in jeopardy. There are programs like those at Taft and McKinley Pre-schools working on this problem. They are looking at computer programs where parents can dial into the computer by phone and homework assignments would be on the computer.

Dr. Green thanked the members for inviting him to the meeting.

Frank Fields distributed copies of the Fact Sheets on the proposed new programs for Hughes High School. He presented original plans to Dr. Powell in late August. This is now in the informational stage. This morning at the Board Meeting they made the formal presentation. The Hughes location is ideal for the proposed probrams because of its prosimity to U.C. and the Cincinnati hospitals.

Regarding the Taeuber Index, unofficially we are on target at the elementary level and the junior high level. We are 5 percentage points off at the high school level. Without something dramatic happening, we are not going to meet that goal, so the programs at Hughes are recommended. There would be four programs with an enrollment of 450-500 students. Computers Unlimited Program would remain at Hughes. There would also be a Senior High Paideia Program; a School of Communications; and Program for the Health Professions. (There are 360 different occupational areas in health careers; 80 areas in communication arts.) The Paideia program allows us to have a core academic liberal arts program that all students in the four programs take. The schedule would allow for 4 years of English, 3 years of Math, 3 years of Social Studies/History, 3 years of Science, and 3 years of language (Spanish). We are proposing the total redesign of the vocational program at Hughes. Paideia teachers will receive 5 to 6 weeks of training. There will be approximately 711 current Hughes students reassigned to Aiken, Western Hills or Woodward.

He explained that the Taeuber is not computed school by school, but it is computed by level, i.e. elementary, junior and senior high. Hughes' racial balance would probably change from 90% black to 60% black.

Bob Brown said he felt that schools like CAPE and SCPA work because there is one school, one program. There is a common thread in those schools. Frank Fields that the Paideia program at Hughes would be the common thread that brings those students together.

We will apply for a Magnet School Grant for two years to help fund this proposal.

The entire staff at Hughes will be surplussed, with the exception of the Computers Unlimited teachers. All positions will be announced.

Karla Irvine asked about questions that were raised by the Kennedy Heights community regarding a K-6 Paideia program on the east side of town. Dr. Powell has said she is not opposed to this, to go along with the K-8 Paideia program on the west side.

The Task Force members feel very good about the proposed programs and that they will be quality programs, not just something to improve the Taeuber Index.

The meeting was adjourned at 9:15.

jlc

COMMUNITYWIDE TASK FORCE MEETING

January 9, 1989

Minutes

Members Present: Robert Brown, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Bill Seitz, Marian Spencer, Marian Spiegel, Lonnie Wagstaff

Also in attendance were: Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternative/Settlement Office

Bill Seitz opened the meeting at 7:35 p.m.

Dr. Evans discussed the annual report prepared by him for 1987-88. He also said that he and Mr. Fields had met with the attorneys on January 5 to go over the status of the settlement, using this report as a basis for that meeting. He felt that very good progress was made between the two sides relative to positions on issues, etc. They will continue to meet on a quarterly basis, which will be three more times before the next hearing in December of this year. Dr. Evans said he criticized the school district because they began with a comprehensive program to deal with the LAST schools, but which has dissipated and each low achieving school is own its own.

Nelson Schwab said he thought it was interesting that a decline in math of 4% was shown, and in reading a decline of 5% in the LAST schools, but the overall system average showed a decline of 11%. A lot of people had been assuming that the achievement results had been increasing each year, but by and large we are worse off after 4 years than when we started, even with all the money that was spent. He felt that at the meeting that Dr. Green attended, he seemed to be giving 4 or 5 criteria that were the keys to better success, stressing the principal, et al, but none of them seemed to be stressing more money.

Dr. Evans feels that the real response as to what to do about this, will have to begin at the Board level. If there is no cry to do anything different, there won't be anything different done. The point he tried to make about the low achieving schools is that we have now been through 4 years of special effort and there has been little change. There are schools in this district such as Washburn, South Avondale, who do a great job of teaching kids in academics. The district doesn't seem to know the difference between hard work here that is productive, and hard work over here that is less productive. It seems to him that they should be trying to find out what those things are. There is a great call to make our neighborhood schools better. You make those schools better by being more responsive to the needs of the kids. You can learn that from the low achieving schools. There aren't too many school systems that have 5 million dollars to spend on seven schools to find out what makes them tick.

There was a lot of discussion of the difference in test results from 1984 to 1988. Dr. Evans said this is not really a match between 1984 results and 1988 results. The renorming is really a different issue, it is not the low achieving issue because the low achieving issue is matching the same test over the time, but the renorming is where the district itself stands in terms of today's test. Given the new norms, they don't meet that magic national average to the same degree that they did. That is important to Dr. Evans because most of the foes to desegregation automatically expect that the scores are going to go down when you mix black and white kids. The district said for two or three years that our scores are stable and now all of a sudden they now have to say our scores are down.

Frank Fields explained that the new norms were issued in 1985. At any time between 1985 and last year the school system could have applied the new norms to the new test, but chose not to. Any time that you change the norms and the test, you know that the scores are going to go down. There is a correlation between old and new tests. The correlation factor is figured in.
Lonnie Wagstaff pointed out that when a school district uses the Iowa Tests of Basic Skills and switches to California, the scores will automatically decline. The same is true going from Metropolitan to California. Bill Seitz is concerned about the decline system-wide. He feels there is a disaster for the system, but the low achieving schools must be working better than the rest of the system.

Dr. Evans said one of the things that is not done is to test the curriculum. When you come up with a new test it takes a while for the curriculum to get in tune with that test. That is only one of the factors you have to look at, because user friendly is also curricular adjustment to meet the low points in the test. Mr. Fields said he would hope to see an improvement in grades 1-3, and 7-8, if for no other reason, than theoretically we have gone from 6 or 7 basal readers to one basal reader.

Louise Spiegel raised a question that was placed to Dr.Green about how the preparation of the students across the board was very different, and how that was to be addressed. Dr. Green said that parents were going to be called upon to help with the reading. But many parents are having problems with their own literacy. Mrs. Spiegel felt there was a very negative attitude from Dr. Green's comments, that this is a rather theoretical application of educators philosophy that comes at a very crucial time in our kids' education. She felt that certain questions put to Dr. Green were not sufficiently answered, and that one of the reasons the Task Force members feel stymied is because they don't get answers to questions they ask.

Bob Brown brought up questions of isolation within building. Dr. Evans said he has not gotten any feedback from the administration on any of the issues brought up in his report. At this point, there has not even been an official release of the alternative Taeuber. The figures have been computed, but not released by the Superintendent. Mr. Brown made a motion that the Task Force members send a letter requesting the official release of the Taeuber. The motion was seconded and approved. Isolation within buildings is something different from the Taeuber. To Dr. Evans' knowledge nothing is being used to measure isolation within buildings. All of these issues have been raised with the attorneys. Defendants are to respond to the plaintiffs within 3 months about all of these questions. There are four or five issues raised that deserve answers. Bill Seitz said some of the questions have been asked for a number of years and no answers have ever been received. The Task Force members would like to hear the reaction of the school district to questions and issues raised in Dr. Evans' report.

Bob Brown made a resolution that the Task Force send a letter to the administration stating that they support and endorse Dr. Evans' report and they urge the Board to respond to the issues raised by Dr. Evans as promptly as possible. Motion was seconded, and carried, with 1 objection.

Frank Fields pointed out that the priority application period for alternatives started January 3 and will conclude January 31. The regular application period will begin February 1 though March 31. Louise Spiegel asked about what percentage of students who apply are not accepted. Mr. Fields replied that approximately 4,000 students will be rejected. He also pointed out that many parents apply for more than one program.

Bob Brown asked if there were any obstacles developing in the Hughes Program Proposal. Mr. Fields answered that we started work on this last summer. They knew it had to be a go whether we got the amount of magnet school federal money requested or not. When the resolution was passed on November 18, language was put into the approval of the recommendation that essentially says we can abort the Hughes proposal anytime based on funding. When you file for a federal grant, you have to tell the federal government that is is a go, and if they want to help us, that's great, if not, we're going to do it anyway. Now the language of the approval needs to be reworked. The Department of Education said the application and guidelines would be ready by December 1, but they still are not available. We had hoped to hear by spring, and that was with the December 1 application time. Now it will probably be July or August before we will hear something. The state is being asked to help and that may be a possibility. They may pick up the costs for the special focus teachers. There may also be serious union problems. CFT now wants CPS to pay a stipend of $16.49/hour for the teachers to receive Paideia training, in addition to paying for the tuition, books and materials. The school system has never done that. CFT also wants the New Alternative Center, because of its special focus nature, to have seven class periods for students, rather than comprehensive.

The staff members at Hughes know they are going to all be surplussed. Lonnie Wagstaff asked who would be retrained for Paideia training. Mr. Fields replied that any teacher with a secondary certificate may apply as long as they understand that they are academic teachers, and that they are going to have to be retrained. All staff, including principals, assistant principals, counselors, etc. will have to be retrained. Based on projected enrollment, 32 positions will be available at the Hughes Alternative Center. Teachers will be reassigned according to the normal personnel assignment policy.

Publicity for the new center will include spot TV ads (we buy one, the TV stations will give us 3 or 4 public service announcements free), a mailing to every resident of the City of Cincinnati, posters and in-depth brochures. Posters will be placed all over the city, and especially in the schools, concentrating in grade 8. There will also be brochures produced with specificity of what is involved in each program.

There will be separate program coordinators for each program, but one principal for the school. Each program is to have its unique characteristics and identification. The common core thread is the Paideia. There were questions raised about students coming out of Roberts and Shroder in grade 8 going into Hughes Paideia. Those students automatically have priority.

Mr. Fields directed the members to the area assistant superintendents for answers to questions concerning pairing. There were concerns voiced again about the fact that Mr. Fields has staff responsibility for alternative schools, but does not have the authority for implementation on desegregation, even though at the mid-point hearing, the Judge directed that all this be funneled through Mr. Fields. Dr. Evans pointed out that the line authority does, however, rest with the area assistant superintendents. It was decided that the Task Force would invite the three assistant superintendents to attend the next meeting.

There was more discussion over the decline in test scores, and concern over the reason why this is happening. Lonnie Wagstaff made a suggestion that some of the statisticians from the school system be invited to come to a meeting to attempt to address the issue. It was recommended that Bernie Babadora be asked to attend a meeting, along with Ron Nieman. Bob Brown wondered why people assume that the reason for the drop in test scores is desegregation, when maybe the logical reason for the drop is that we are doing something wrong in terms of the instructional program.

Other topics discussed were: Extracurricular Transportation; Suspensions and Expulsions, and the way they are counted for reporting purposes; and Staff Racial Balance. There has been a rough survey among principals asking if more transportation for extracurricular activities would help. A more sophisticated instrument was suggested to be drawn up to really ask the kids whether they are participating or not because of transportation difficulties. The pool of minority teachers has shrunk drastically, and the school system has done a reasonable job of maintaining where they were. Ohio has the highest rate of suspensions and expulsions of any state in the country.

The meeting was adjourned at 9:25 p.m.

COMMUNITYWIDE TASK FORCE

February 9, 1989

Minutes

Members Present:	Cheryl Grant, Karla Irvine, Lillian Jones, Nelson Schwab, William Seitz, Marian Spencer, Louise Spiegel, W. Monty Whitney.
	Also in attendance were: Dr. Robert Evans, Facilitator; and Frank Fields, Director of Alternative/Settlement Office for Cincinnati Public Schools

Bill Seitz opened the meeting at 7:40 p.m.

Cheryl Grant stated that there was some confusion over who was to write the letters inviting the three area assistant superintendents to this meeting. They were not invited, so there is no formal agenda this month. Ms. Grant apologized for the confusion and will make certain they are invited to the next meeting.

Bill Seitz reported that he had sent a letter to the Superintendent, to which he has not received a response, stating the Task Force's support to the comments made by Dr. Evans in his Bronson Settlement 1987-88 Report, and requesting that the Cincinnati Public Schools respond promptly to the questions raised in that report. The letter also requested that Dr. Powell release the official Taeuber Index count in both the forms in which the district calculates it and the alternative form suggested by Plaintiffs in the litigation.

Louise Spiegel thanked Frank Fields for the monthly progress report from the Coordinating Committee. She thinks it is more informative than in the past. Mrs. Spiegel also stated that she feels the Task Force should deal with what they really think they are about in the remaining years of the Task Force involvement. She noted that in the major article in the newspaper on the Cincinnati Youth Collaborative, that the work of the Task Force does not seem to be relevant. Karla Irvine shares a concern about this, and wondered if the members of the Youth Collaborative know that the Communitywide Task Force and the Bronson Settlement exist.

There was a lot of discussion over the Youth Collaborative and the feeling that maybe the Task Force should communicate with them. Karla Irvine feels that if there is some effort to save urban schools, then they have to have some desegregation insight, but she hasn't seen that. Louise Spiegel said her concern is that the city would benefit so much more if the members of the Task Force would have a sense of what happens to all of them after 1991, and that there is time to have a relationship with the Collaborative that could extend their mission as well.

Nelson Schwab's reaction is that the people involved in the Collaborative have raised money for dropouts, teenage pregnancy, etc. The publicity makes it seem as if this will solve all of the problems when there are really just a couple of pilot schools involved. He is concerned about Governor Celeste's report regarding dollars for the whole state, and that the result of the report may not be better education or furthering our goals but end up with a new state level group that will respond to teacher union demands for a pay raise. We have been saying that we want our schools to be integrated with quality education for all, and we have been talking about poor results. He feels the school board has taken a step forward in setting up the programs at Hughes and instituting the new reading program. Problems have arisen over the fact that the teachers are requesting to be paid a stipend for being trained in teaching Paideia and criticizing the reading program. Frank Fields discussed the newspaper articles pertaining to the fact that 75% of a school system's budget goes to salaries. He said that one-third of the state tax money earmarked for schools goes to elementary and secondary public education, and one-third to colleges and universities, and one-third left for the State Department of Education to play with. He pointed out again that when the Bronson Settlement is over in 1991, everything becomes general fund..

Bill Seitz thinks the problem with the teachers is the same as when the school system started the new programs last year in Price Hill. The school system announces what is essentially a good plan but they do it on a shoe string and without proper planning or education, and without touching all the bases. Possibly a lot of the resistance to the Youth Collaborative was not over the idea to have a good business/school partnership to increase learning and reduce the dropout rate, but over who they invited to be part of it and whether they touched all the bases properly before they got it started.

Karla Irvine went back to the original concern about what should be the Task Force's position regarding the Youth Collaborative and what its impact will be on Cincinnati education. It is being put forth as the major savior of urban education, but it has no Bronson input. One of the Task Force's major court appointed tasks is communitywide support for the goals of the Bronson Settlement, and that they are not doing their job unless they make some contact with the Collaborative and give them some of the concerns. It was pointed out that the first three items on the mission statement of the school system have been adopted as the three principal goals of the Youth Collaborative. The fourth statement is to reduce racial isolation in the schools, but the Youth Collaborative seems to have not gotten that far. It seems that the philosophy of the Collaborative is being placed as a mantle around the Cincinnati Public Schools. It should include the schools within the system. Concerns have already been raised about the choice of the two demonstration schools which are racially isolated. There is a statement in the introduction that all children should have an opportunity for a lifetime of learning, growth and enrichment. For years neighborhood community councils and schools have been concerned about the percentage of dropouts in the local neighborhood schools in the system, and it is a very recent observation of people who are now in charge. There was much discussion about what the Task Force might do in order to try to bring itself into a harmonious relationship with the Collaborative. There may be a lot of people upset when it comes to levy time because there doesn't seem to be money for the public schools, but there seems to be money available to Collaborative approaches to the pilot schools. There may be some resentment building up that the Collaborative is being touted for what they are able to bring in the way of resources, but some members are not sure this will benefit the total community effort.

Karla Irvine made a motion that the two chairs appoint a committee, not to exceed 3, to write to the Youth Collaborative to set up a meeting to discuss how the Collaborative can work with the Task Force to get the widest community support, and how they might mutually explore the Bronson Settlement to the benefit of the people of Cincinnati. Bill Seitz seconded. There was some discussion on the motion. The motion carried unanimously. Karla Irvine will serve on the committee with the co-chairs.

Frank Fields said that the information pertaining to pairing of schools will be probably be announced at the Board of Education meeting next Monday, March 13.

Cheryl Grant announced that she had received a thank you note from Doris Sells' family.

Dr. Evans stated that he will be out of town for the next meeting, but he will make arrangements for the use of the meeting room.

There was discussion over the lack of attendance of members at the monthly meetings.

Meeting was adjourned at 9:00 p.m.

jlc

NEXT MEETING
3 APRIL 1989
7:30 P.M.

COMMUNITYWIDE TASK FORCE NOTES 6 MARCH 1989

PRESENT: Grant (Co-chair), Brown, Holm, Irvine, Jones, Schwab, Spencer, Spiegel
ABSENT: Hoehne, Johnson-Baker, Seitz, Sells, Wagstaff, Whitney, Evans, Fields
GUESTS: J. Kenneth Blackwell, John E. Pepper, Lee Etta Powell, Jean Patricia Herrington

SETTLEMENT: Grant shared copies of Powell's 21 February 1989 reply to Seitz and Task Force's questions arising from Evans' "Bronson Settlement 1987-88" report. (Enclosed for those not present.)

COLLABORATIVE: In response to Task Force invitation, the Executive Director, Jean Patricia Herrington, and the three co-chairs of the Cincinnati Youth Collaborative, J. Kenneth Blackwell, John E. Pepper, and Lee Etta Powell, met with, responded to Task Force concerns, and explained the work of the Collaborative - - as an organized body and as a "movement".
It was a helpful discussion.

DOUBLE NEIGHBORHOOD SCHOOLS: Holm reported that Fields had done superb job of pulling together recommendations for implementing the pairings the Board had agreed to in March 1988. (Whittier with Washburn, and Oyler with Washington Park).
On 27 February 1989, the Board agreed to pair schools in August 1989 by:

- keeping each school K-6. (Faculties stay in place).
- allowing all K to stay in own school.
- dividing 1-6 alphabetically, with half staying and half going to "other" school. (Families keep together.)
- providing additional shared staff resources.

NEXT MEETING: Grant announced that the three area assistant superintendents will meet with us next time, 3 April 1989 at 7:30 p.m.

COMMUNITYWIDE TASK FORCE

April 3, 1989

Minutes

Members Present: Robert Brown, Cheryl Grant, Marilyn Hoehne, Duane Holm, Lillian Jones, William Seitz, Halloway Sells, Marian Spencer, Louise Spiegel, Monty Whitney

Also in attendance from the Cincinnati Public Schools were: Richard Baringer, Area I Assistant Superintendent; Vella Ellis, Area II Assistant Superintendent; Frank Fields, Director of Alternative/Settlement Office; Reginald Green, Deputy Superintendent; Will McCarther, Area III Assistant Superintendent. Dr. Robert Evans, Facilitator, also attended.

Bill Seitz opened the meeting at 7:37 p.m.

The minutes of the March meeting were approved with the correction of Sister Jean Patrice being added to those in attendance at that meeting.

Mr. Seitz welcomed the three area assistant superintendents and Dr. Green. These people had been invited to this meeting to address the concerns of the Task Force members as to how they are implementing their part of the Bronson Settlement, specifically the effectiveness of the new discipline policy.

Vella Ellis stated that in each area they monitor suspensions, expulsions, student and staff racial balance, extracurricular activities, racial isolation within the buildings, makeup of classes, and student activity groups after school. They have assistance in each area with directors of student services, who work with them on suspensions, expulsion, attendance, and discipline policies.

Richard Baringer said that the new discipline policy has had local flavor, that is input of parents in individual schools where that policy is being implemented. They are trying to maintain open communication with people involved in schools and once people understand the goal, it eliminates some confusion. He discussed the three new alternatives that were started this past year, and the pairing that will be implemented this fall. Bill Seitz asked if there had been much reaction to the proposals for pairing, and how was it developed. Mr. Baringer responded that it was developed with input from the parents, and the response has been what could be expected when change occurs, and that is a number of typical questions. He said there has not been strong adverse response. Bill Seitz said he understood there was to be a group of people working all year on that with the people from the schools involved. He asked about Mr. Baringer's role in that. Mr. Baringer said he facilitated that, answered questions, helped people reach consensus. The group met with staff, LSAC's and ad hoc parent groups. The primary thrust was to answer the questions and to reach agreement that this was the best way to pair schools with the least disruption.

Will McCarther responded to a question about the relationship of the assistant superintendents with the staff person directly in charge of the responsibility for the Bronson Settlement. He said they all sit on the Superintendent's Cabinet, which makes most of the major decisions in the school district. They work jointly on implementation of all the Bronson requirements and as they affect any given area, Frank Fields works directly with that individual who is responsible for that area. If Mr. Fields needs information or help getting something implemented, they work with him.

There were questions about what role the assistant superintendents have towards playing cheerleader to try to get people to apply for the new alternatives. Dr. McCarther has responsibility for the Hughes Alternative Center. Frank Fields said that the Board of Education has approved the concept of the K-6 Paideia and the 7-8 Montessori, but they have not actually been sited in the area. Dr. McCarther has responsibility for the conversion of Hughes, and he is working with every facet of that process. He is working with the Alternative Office in the development of the programs as well as setting up the specifics of relocating the students that are being reassigned to their new attendance areas. He is also working with the Facilities Branch in making sure that the facilities are updated; and is currently involved with many different branches for recruitment, etc. Bill Seitz referred to the "kick-off" luncheon meeting held at Hughes. Nelson Schwab and Cheryl Grant attended. A lot of people from outside the school system who were involved in Hughes Alternative Center attended. Cheryl Grant said she came away feeling very comfortable about the new programs, but she is not sure that this is an encouragement for minority participation. She has the feeling that there is encouragement of another kind of SCPA.

Marilyn Hoehne asked about expectations for enrollment for the new programs at Hughes, and if any of the four programs are not highly enrolled, would they be set aside for a year. Dr. McCarther replied that it is the school system's intent to make those programs functional the first year. Cheryl Grant also asked about what happens if the Magnet Grant is not approved. The school system will go ahead with the programs.

Louise Spiegel questioned if progress reports are available that show trends in suspensions and expulsions of male black males. Dr. McCarther replied that the overall suspensions and expulsions are down, but he has not personally looked at the black male population specifically, but he is sure those statistics are available. Louise Spiegel asked the chairs to request that information. Mrs. Spiegel also asked about teachers for the new alternative programs and how they are picked; about the problem of getting substitute teachers for the Low Achieving Schools and the central city schools. Dr. McCarther said the teachers are assigned based upon the master contract agreement, with certain criteria such as seniority. Racial balance of every school is one of the priorities of the district, but there is a limited number of black and minority teachers available in the work force. Since Hughes is becoming an alternative center, the entire staff has been surplussed, and the principal has a great deal of input into the selection of that staff.

Dr. McCarther responded to the question regarding the securing of substitutes. He said principals have the prerogative of getting their own substitutes or asking the Personnel Department to obtain substitutes for them. Mrs. Spiegel said this is still a murky area, and asked if substitutes are told where they are to report or do they have the right to turn down schools. Substitutes are now given additional compensation if they will take any assignment.

Bill Seitz brought up what he considers has been a concern for quite a while. He feels the school system gets itself into a box by trying to start new programs without adequate advance publicity and planning. Frank Fields replied that planning began in June, 1988. Mr. Seitz said CPS has applied for a Magnet Grant for Hughes, and he doesn't understand how the program can be planned if we don't know if the money will be there. Frank Fields replied that Cincinnati has just applied for its third grant. We compete against a number of cities for a fixed number of grants. There are a lot of school districts in the U.S. who are eligible for Magnet Grants, but have not received the first one. In the grant itself we have to tell the federal government that this program/school is a go even if we don't get the grant. The local school district has to make a commitment above and beyond the grant. Mr. Seitz asked Dr. Green what the difference would be in the new programs without the 3 million dollar grant. Dr. Green deferred the question to Frank Fields. He said we cannot cannibalize other programs to make this one work. That was another reason for the luncheon at Hughes. They are hopeful that the Hospital Council and the local AMA will be equally enthusiastic about the health profession school. All of the money up to this point, to initially employ the architect has come from Scripps Howard Foundation. The major program concept for the Communication School was developed by Ohio University School of Journalism from a grant from the Scripps Howard Foundation. We might get 2 million dollars from that Foundation. Mr. Fields indicated that if the school progresses other grants are expected from the Scripps Howard Foundation. Whatever we can get from outside groups helps the total financial structure for the emerging. Hughes Alternative Center. We have to plan that the school will start and the students will arrive the last week in August, regardless of the grant.

Another concern raised was about what efforts are being made by the school system regarding one race schools to introduce to those schools biracial activities, etc. Vella Ellis replied that in the goals and management plans for each school, there is a goal for multicultural/intercultural understanding. The activities are monitored. The topic of Camp Joy was discussed. There is a rumor that the CPS is very reluctant to use the facilities and services of Camp Joy. Mrs. Spiegel said she had heard that the school system rejected for a period of two years an offer from Camp Joy to work with the schools that are just now involved in pairing. Vella Ellis said CPS has been participating with a Camp Joy program for at least 10 years. Duane Holm said he had heard that the problem was that CPS schools and teachers were reluctant to supervise the children, whereas other school systems provide the supervision. Camp Joy has said that it is increasingly difficult to work with CPS because the teachers won't take responsibility for the kids when they get to the Camp. Dr. McCarther said that this year the contract with Camp Joy stated that CPS would provide teachers to stay overnight with the children.

The article which appeared in the newspaper regarding test scores of children from Oyler was discussed. Cheryl Grant asked if the school administration knew anything about the study. Rich Baringer said it was his understanding that the study was done nine years ago by the Health Department, but he has never seen the report or anything about the study. Chuck Sells asked if the school system responds to that type of article. Dr. Green said that is a situation that is handled individually.

Dr. Evans stated to the group that he has some serious concerns about the student population at the Hughes Center. He would like to know where the white students are going to come from to go to Hughes. Right now, the statistics show there are no acceptances to the school, but there are 54 applications for the communication school; 39 for health professions, 0 for Paideia. The high schools are above the Taeuber. If Hughes Center does not significantly reduce that then we will be way off the pace. This is a concern that will have to be addressed. Dr. McCarther said that two of the current Paideia schools will provide some students. Mr. Fields said that Computers Unlimited program is attracting more applications than the other programs, because it already has a reputation. Mrs. Blackwell has the applications. No one has been accepted as yet, but recruiting for Hughes will continue through the summer. We will accept tuition students, but the qualifier is that if we hit the numbers with Cincinnati Public Schools, we will not accept tuition students. Frank Fields said that recruiting will also concentrate on Western Hills and Walnut Hills. All of the other high schools do not help the Taeuber. The more black students who attend Western Hills helps, and the more white children we can attract out of Walnut Hills into Hughes helps the Taeuber. One of the jobs of the newly hired Deans for the new programs is to recruit.

Marian Spencer pointed out that the original desegregation suit strove to include the metropolitan district. The Cincinnati Public School district is dealing with the constriction of those boundaries and that some of the restrictions are not all of the making of the CPS.

Bob Brown asked if there is any data showing that students who will be involved in the pairing are opting out of the school system. Rich Baringer said there is no data available at this point in time. Duane Holm feels that most people don't believe that this is real as yet. MARCC is setting up a meeting later this week with the social service agencies that are in the attendance area of the four schools to talk about how they can be supportive of the pairing. They have sent a second mailing out to all congregations that are directly in the attendance area.

Marilyn Hoehne asked what the projection is for any increase in white enrollment in the schools that were involved in the Price Hill changes last year. Have the white students enrolled at the rate they were expected to, and is there any increase in white population expected for next year? Rich Baringer said there is an increase in white population. Taft H.S. will receive this year for the first time students from the Roberts area.

Duane Holm stated that his perception is that in a school that is attempting to reduce racial isolation, you really need a centralized system, but for other administrative purposes we have a system that is decentralizing into three areas, and that sets up a certain amount of tension within the system, particularly when you have a director that is responsible for alternatives and desegregation that is a staff position but does not have line authority. The three area assistant superintendents have line authority. To him as an outsider, it looks as if the director of alternatives has been responsible for designing alternatives and the assistant superintendents have been responsible for implementing them. It seems to him that it does involve a lot of give and take to make a decentralized system effective in desegregating. Will McCarther said they do have to work very closely together, and the Superintendent has made it very clear that they do work together.

After the guests left, Frank Fields stated that there will be a meeting on Wednesday of the Coordinating Committee, Dr. Powell, and other administrators. Dr. Powell will explain the expanded role of Mr. Fields to enable him to do the job he needs to do pertaining to the Bronson Settlement. Mr. Fields said that in the future requests from the Task Force should be sent to him, with a copy to Dr. Powell, and he will get a response.

There was brief discussion concerning Dr. Powell's response; the Taeuber Index values for 1988-89; materials from the Youth Collaborative; response to Duane Holm's letter.

Bill Seitz brought up the information he received regarding the policy for new alternative schools. There are going to be two new alternative programs in the 1990-91 school year, a Montessori Middle School and a Paideia K-6. In conjunction with that a new policy is being adopted for guidelines and implications for becoming an alternative school, which Mr. Seitz says is very much like the old policy. If the old policy can be suspended at the whim of the Board, what guarantee is there that the new policy won't be suspended whenever it becomes expedient; and also that Task Force members did not know about the development of the new policy. Mr. Fields said that he can give no assurance that the Board will not suspend any policy at any time, but the purpose of the revision was to incorporate some objections that had been raised. If we had been in synch with the timeline in the old policy, there would have been no need for the old one to be suspended. The new policy states there must be two site selection meetings in March and the recommendations have to go to the Superintendent by April. Bill Seitz still has concerns about the timelines imposed on the schools to indicate if they are interested in becoming an alternative site. Mr. Fields pointed out that there are not a lot of schools that want to lose their neighborhood school, and there are some schools that can't become an alternative school because that is the only school for the neighborhood children to attend. Also, CPS has a space problem now.

The letter from Judge Rice was reviewed. Bob Evans reported on some of his discussions with the Judge and with Board attorneys. Judge Rice views this group as his contribution to the Bronson Settlement. He is very interested in the Task Force being a part of the Settlement being carried out. There also has been more movement on the Board's part the past two weeks than there has been in the last five years. Dr. Powell is very concerned about what the Task Force says and does. She does not view it as an irrelevancy. Dr. Evans will respond to the Judge saying this meeting was held, the meeting with the Superintendent is being held Wednesday, and he will be meeting with the attorneys on Friday. At that point, the Judge will probably decide on what direction he wants to go.

The Task Force decided that the next meeting should be structured more carefully and to use part of the time to decide on how the succeeding months will be used.

Marian Spencer suggested that as many of the Task Force members as possible try to attend the meeting with Dr. Powell on Wednesday, at 9:00 a.m. Louise Spiegel said a report just published in November called "Chartered Schools, Choices for Educators and Quality for all Students," by the Citizens League of St. Paul, Minnesota was brought to her attention. She thought it would be relevant to any discussion on that part of the Judge's letter that has to do with quality integrated education. She has sent for copies for all the Task Force members.

The meeting was adjourned at 9:30 p.m.

jlc

F-24

NEXT MEETING
5 JUNE 1989
7:30 P.M.

COMMUNITYWIDE TASK FORCE MINUTES 1 MAY 1989

PRESENT: Brown, Grant (chaired meeting), Holm (acted as secretary), Irvine,
Seitz, Spencer, Spiegel
Evans, Fields
REGRETS: Jones, Schwab
ABSENT: Hoehne, Johnson-Baker, Sells, Whitney, Wagstaff

Papers. Fields distributed:

- Task Force minutes of 3 April 1989
- reports on Suspensions and Expulsions
- component reports to Coordinating Committee 7 April 1989
- brochure describing CPS alternatives
- brochures for four new programs at Hughes.

Hughes. Grant reported on recent letter from Dr. Powell to businesses about the new programs at Hughes.

% Black Teachers. Grant reported letter from Ms. Dorothy Coleman, Cincinnati Black Teachers Caucus, expressing concern about 75-25 ratio (white teachers to black) and its impact on black teachers' ability to transfer.
Holm suggested separating three problems for discussion:

- pool of available black teachers
- concern that "% teachers should reflect % pupils"
- black teachers' difficulty in transferring to other schools.

Moved, seconded, & approved to invite to our 5 June 1989 meeting:

- Dorothy Coleman, Cincinnati Black Teachers Caucus
- Tom Mooney, Cincinnati Federation of Teachers
- Roger Effron, CPS Personnel Director

and, on suggestion of Spiegel,

- Lonnie Wagstaff, Dean, UC College of Education.

Taeuber neutrals, negatives. Irvine suggested the Task Force write the Board again recommending that CPS not accept alternative transfers that have no or negative impact on the Taeuber Index.

Declining Achievement? Brown asked for school-by-school correlation factors used to adjust from old tests to new tests, to see whether they correlate with race.
Some expressed concern about validity of comparing one school with another.
Fields said he would provide correlation factors.

Intercultural Understanding. Spiegel reported that Woman's City Club voted 1 May 1989 to work on Intercultural Understanding.
Spiegel is advocating using public display areas to make city more aware of our intercultural nature.
Spiegel was asked to bring back proposal.

Bronson Coordinating Committee met 26 April 1989. Holm summarized:

- Transportation for extra-curricular activities. Pilot project for 6 schools has finally begun with tokens and self-expiring passes.
- Discipline Plan, and Low Achieving Schools Plan. Will be prepared jointly by 3 area Assistant Superintendents, in time to review, submit to attorneys' meeting July 1989.
- Hughes Center. Recruiting white students.
- Paired Schools. Pairs working out joint programming. Have applied for small state grant. (MARCC and Chest convening meetings of schools with local social service agencies; MARCC will convene meetings of schools with local clergy).
- Paideia Elementary School will be located at old Eastwood School.
- Montessori Middle School. Considerable discussion among staff about whether better to open a new middle school or an additional elementary school.

Alternative Admissions. Holm expressed concern over complaints about how students admitted into alternatives. The future of CPS desegregation rides on the public perception that the admissions system is fair. Some complaints are just disappointment, some can be explained, but some require correction. Fields responded to two of the complaints:

- Teachers' own children have been getting into alternatives since Performing Arts opened. (Task Force felt that although this might be perceived as unfair, it did respond to our earlier concern that teachers didn't send own children to CPS).
- Next year, will publish ahead of time the approximate number of openings expected in different schools, so people will know. ("Very limited availability".)

Fields will respond to the other complaints.

The Smoking Gun. Brown announced the highest correlation between race and specific discipline problems in the CPS statistics provided was between whites and smoking.

Once and Future Agendas. Seitz suggested we rework our old 2 May 1988 listing of 13 Task Force tasks (7 from committee, 6 added on) in order to decide on new list for future meetings. Task Force seemed to agree that major concerns were

# 9. How to use next hearing effectively
#10. Looking beyond (to) Cincinnati Suburbs
#11. Post-Settlement transition

and minor concerns were

# 1. Attendance (at Task Force meetings)
# 8. Implementing paired schools

additional tasks suggested were

- Low-Achieving Schools (Irvine)
- Achievement (Brown)

Grant asked Seitz to draw up new list.

Staff self-segregation. Spencer reported conversation with CPS staff person expressing concern over lack of integrative role-modelling among staff.

Suspension, Building Data. Brown said did not see strong racial bias in suspension & expulsion data, but did not find data on racial isolation in buildings entirely convincing.

Next Meeting 5 June 1989 at 7:30 p.m.
Grant announced we will hear from:

Coleman	problem of 75-25 ratio
Mooney	CFT's concerns about % black teachers
Wagstaff	availability of black teachers locally, nationally
Effron	what CPS is doing to hire, allocate black teachers.

Seitz will chair(?)

Meeting adjourned.

COMMUNITYWIDE TASK FORCE MEETING

June 5, 1989

Minutes

Members Present: Robert Brown, Cheryl Grant, Karla Irvine, Lillian Jones, Nelson Schwab, William Seitz, Marian Spencer, Louise Spiegel, Lonnie Wagstaff

Also in attendance were Dr. Robert Evans, Facilitator for Bronson Settlement; Tom Mooney, President of Cincinnati Federation of Teachers; Ralph Jackson, First Vice-President of CFT; Dorothy Coleman and Cleaster Mims, Representatives from Black Teachers Caucus; Roger Effron, Personnel Director for the Cincinnati Public Schools

Bill Seitz opened the meeting at 7:40 p.m.

The minutes of the May, 1989 meeting were approved.

Guests were in attendance to discuss concerns about hiring of minority teachers, and also the policies of the school system that make it very difficult for black teachers to transfer to other schools.

Dorothy Coleman, who is a counselor at Taft High School and a representative from the Black Teachers Caucus, brought the concerns to the Board's Program and Personnel Committee in February. She thought that since 60% of the school population is black, it is critical that the Board recruit heavily some black teachers. Ms. Coleman attended the Ohio Personnel Directors Conference and was made aware of what other school districts are doing to recruit black teachers. She shared some of those ideas with the Program and Personnel Committee and with the members of the Task Force. It is the contention of the Cincinnati Black Teachers Caucus that if we don't have in place some kind of program to recruit black teachers into the system, then we are not going to meet our recruitment target. The Caucus would like to see the aggressive recruitment of black teachers and the retention of black teachers in Cincinnati. Cleaster Mims reiterated Ms. Coleman's statements, and said she was under the impression that the Cincinnati Public Schools puts some kind of cap on the number of black teachers they will hire. Ms. Mims referred to a school policy started in 1974 pertaining to 75-25 percentage of white to black teachers. She requested the Task Force to look into the numbers of blacks being hired. Robert Brown clarified the issue of the 75-25, because he was on the Board of Education in 1974. At that time the percentage of black teachers was 25%. No black teachers were assigned to predominantly black schools. The Board adopted a policy to be sure that all schools should be at least 75-25%, without regard to the student population. This was not to be a cap. Roger Effron added that later the Board issued a statement to clarify the policy which said: "This policy we are discussing has nothing to do with hiring of new teachers and does not preclude attempts to increase percentage of black staff, it deals only with current staff ratio. Both white and black teachers can be hired this year in both the elementary and secondary levels. The administration is directed to make every attempt to maintain the experience level of teachers in those schools when a maximum turnover will occur."

Mr. Effron also discussed the transfer policy. The grounds for the transfer policy are in the collective bargaining contract which is negotiated with the Cincinnati Federation of Teachers. There are approximately 550 teachers every year who request transfers. Each teacher may list every school which they desire. Last year 65% of the requests were granted, of which 64% were white females, 66% were black females, 67% were white males, 56% were black males. The reasons for people not receiving transfers could be: (1) certification; (2) the transferring of that individual may adversely affect the racial balance at that school; (3) training, experience and qualifications; and (4) seniority.

Louise Spiegel asked the chair to request the Personnel Department to provide the Task Force with the number, categories, and amount of the budget that is devoted to substitutes. Mr. Effron did state that there are 512 substitutes, and he will get the requested information to Mrs. Spiegel.

Tom Mooney also addressed the 75-25 policy. He stated the district did creep up in terms of its total percentage of black teachers to a peak of 30%. Each September a school is supposed to be staffed within 5% of the districtwide percentage of black teachers at each level. CFT has not taken a position of dismantling the policy having any requirement about staff racial balance. He feels there should be some consultation with other groups in the community that have had a vital stake in these issues. The Justice Department has taken the view that there should be no staffing policies within school districts that are based on race. He thinks a close look should be taken at the administration of the policy. This policy now seems to be affecting black teachers adversely in a way that was never intended in the original policy. CFT is now representing 4 black teachers from Sands School in a grievance, one of whom has filed an EEOC complaint, regarding not allowing those black teachers to transfer to another school because it will negatively affect racial balance at Sands. This is more of a problem with Sands because the teachers have to have Montessori training. The school system will pay for the Montessori training, but black teachers have heard that even after having taken the training, once they go into a Montessori school, they will be trapped at that school because there are so few black Montessori trained teachers. CFT feels that Personnel should carry the burden of finding other black teachers to replace the ones that would like to transfer, and that the teachers should not have to shoulder that burden by having to remain in a school. This issue has been raised at the Board and also has been on the Superintendent's desk for quite some time. The Board is agreeing with Bill Seitz' statement that this policy cannot be changed without Judge Rice's permission. Roger Effron did state that this transfer problem is indeed worse at schools that require extra specialized training such as Montessori. It is a demanding, rigorous program. The line of white teachers applying for the training program is not long either. For the last ten years our school system has never had any type of discrimination charge where they have found probable cause. We are trying to vigorously hire minority teachers.

Ms. Mims and Ms. Coleman feel the school system should do away with the specific percentages. Cheryl Grant and Lonnie Wagsaff believe the numbers should not be thrown out, but should be reviewed from time to time. The shortage of minority teachers is a serious problem all over the country, not just in Cincinnati. Dean Wagstaff said there is an undersupply of black teachers. U.C. is wrestling with this problem also. There are not large numbers of black students pursuing preparation programs to become teachers. The Ford Foundation is going to invest in programs to influence young black and Hispanic people to come into teaching. Part of the program will be a Future Educators Club. Unless something changes in this country, the inflow of blacks into preparation programs will dwindle.

The CPS Personnel Department does not have additional resources to mount what really needs to be an aggressive campaign. Tom Mooney made some suggestions which may be unconventional: Career ladders for paraprofessionals, temporary certification for subs, funds from Cincinnati Youth Collaborative, magnet programs aimed at future educators. We seem to be encouraging kids to go into every other kind of profession except teaching. Alternate certification will probably be law in this state soon. This would create more opportunities. This is a very complex issue which will take many people working together to solve.

Louise Spiegel requested Mr. Effron to give her information about the transfer requests in the Low Achieving Schools. Mrs. Spiegel also distributed a paper on Intercultural Understanding which she would like to have discussed at a future Task Force meeting.

The guests left the meeting at 9:40 p.m.

There were no committee reports.

There will be no meeting in July.

Marian Spencer voiced concerns over education bills at the state level. Task Force members feel that it appears the State is anti-Cincinnati. The State has given an average increase in House Bill 111 of about 9%. Cincinnati will only be getting 4.8%. The state funding formula is very complicated. It was suggested that if any members know anyone at the State House or any legislators, they contact them on behalf of funding for Cincinnati.

The meeting was adjourned at 9:50 p.m.

jlc

COMMUNITYWIDE TASK FORCE MEETING

September 11, 1989

Minutes

Members Present: Robert Brown, Duane Holm, Nelson Schwab, William Seitz, Marian Spencer, Louise Spiegel, W. Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator for Bronson Settlement; Representatives from the Alternative/Settlement Office: Frank Fields, Director, John Clark, Associate Director, and Jodi Seger, Communications Liaison; Sandra Hendricks, Volunteer Coordinator, Cincinnati Public Schools; and Dr. James Anthony, Academy of Medicine

Louise Spiegel opened the meeting at 7:42 p.m.

Frank Fields introduced Jodi Seger, who was recently hired to fill a vacancy of Communications Liaison for the Alternative/Settlement Office. Ms. Seger and Ms. Sandra Hendricks were in attendance at the meeting, along with Dr. James Anthony from the Academy of Medicine to discuss CHALLENGE CINCINNATI. This is a communitywide project sponsored by the Academy of Medicine and the Greater Cincinnati Hospital Council to help fund the High School for the Health Professions at Hughes Center. Dr. Anthony gave a brief background about how he and the Academy of Medicine got involved in working with the schools. There have been a number of programs developed over the last few years, including a Health Fair at Aiken High School, Sports School (where mostly retired physicians go into elementary schools to talk to children), Careers Day at Hughes, AIDS Education Program, etc. The first CHALLENGE CINCINNATI was a running event and was held at Union Terminal to raise money for the purchase of a van which goes around to the schools, teaching health. The second year they looked for a way to incorporate their fund raising effort with the schools, and decided that a Child Abuse Program (in connection with the Community Chest) would be that way. The first year's budget was $39,000. This event last year was held at Anderson High School and involved running, swimming, basketball, etc. There were over 1,000 participants. They grossed $67,000 and netted $52,000 which they gave to the Community Chest for the Child Abuse Program. The Task Force for the Health Professions was formed shortly after that, and CHALLENGE CINCINNATI decided raising money for that would be their next project. Dr. Anthony stated at a School Board meeting that they might possibly raise $100,000. He distributed a status report, and stated that they have actually raised approximately $104,000 in pledges up to today. The event this year will be held at Anderson High School on November 5. There are 50 teams signed up so far. Jodi Seger said the Central Office of the school system plans to have a team and they do need a sponsor. If anyone is interested in sponsoring a team, they should contact Susan Clark at the Academy of Medicine (421-7010). Dr. Anthony pointed out that the Hospital Council initiated this project and invited the Academy to take part in the Task Force. The Hospital Council will provide an annual scholarship fund for the students in the Health Professions program to go on to college.

Frank Fields reported on Hughes Center. He stated that Cincinnati Public Schools did not receive the 3.5 million dollar grant. The only school system in the state of Ohio that received a grant was Dayton. Mr. Fields distributed information on enrollment at Hughes, as of today. These are the children who are actually in the classroom. We have enrolled 752 students, but 696 have shown up. We expect to have 1800 students by the end of the 3rd year the program is in operation. It is always difficult to recruit people for the first year of a program. The racial balance in the Computers program last year was 84% black. This year it is 64%. The numbers from Hughes have to be added to all high school numbers to get the senior high Taeuber. The Taeuber Index is computed each year in October. Also, Mr. Fields asked Task Force members to wait until October for accurate enrollment figures and comparisons from last year's figures with this year's, by school.

Mr. Fields distributed copies of the Open Enrollment Report for 1988-89. There are probably not going to be major reductions in the Taeuber because of Open Enrollment. There is simply no more physical space available at Western Hills for more Open Enrollment students. Bill Seitz asked what is planned to accomplish the high school Taeuber goal. Mr. Fields said we will strive to meet the goal using Hughes Center as a primary vehicle and Open Enrollment, where possible, at Western Hills. If we could get 5-10% more black students into Walnut Hills, the net result would be the same as getting them into Western Hills. Approximately 50% of students who pass the test do not go to Walnut Hills. Mr. Fields said that after we have some hard data and after we have made calculations as to where we are this year and this is where we need to go next year, there may be possible recommendations for pairing at the elementary schools. Robert Brown feels the Taeuber will improve at least four points this year.

Questions were raised about the Pairings. Frank Fields said that from his view the numbers look good, but not perfect. Until all the slippage is accounted for, we won't really know what has happened to some of the students who have not shown up at their assigned schools. Everything did go very smoothly with the paired schools.

Heinold and Hoffman are no longer low achieving schools, but Oyler has now been included. The Bronson Settlement has a $35 million dollar cap, $5 million of which was set aside for low achieving schools. There doesn't seem to be any progress any more in this area. There was only 1 applicant for Rothenberg, and that person wasn't even announced until minutes before she was to open her desk and nobody on her staff knew anything about it. There appears to be no communication about how these things happen. There was discussion about specific things the Task Force should be doing regarding the issue of low achieving schools. Bill Seitz suggested that the Task Force find out what has transpired since the plan was developed. A financial incentive could be awarded to teachers to encourage them to remain in the low achieving schools to cut down on high turnover rates. The perception seems to be that nobody cares whether the students in those schools really learn. It was suggested that the Task Force ask for data such as what are the criterion for being selected as principal of the low achieving schools; what are the criterion for being assigned as a teacher there; has any thought ever been given to extra rewards; how do we measure satisfactory achievement; how many of the low achieving plans are in effect, etc.

Nelson Schwab commented on the sudden phenomenal change in Hoffman. People have pointed to that school as an example of how a good principal can make a difference. Dr. Evans has gotten copies of the resumes of the four newly assigned principals in the low achieving schools. One of the principals was removed from another job and reassigned to a low achieving school. and another principal has never been a principal. The focus of the Task Force for the next 1 1/1 years could be to monitor the low achieving schools.

Marian Spencer said she has some problems with accepting one-race schools as the final picture. Nelson Schwab said we are not accepting that but part of the settlement agreement that deals with low achieving schools is not being addressed.

Frank Fields asked John Clark to give an overview of the Bronson budget report which had previously been sent to members of the Task Force. Mr. Clark's report shows that we only have 2 1/2 million dollars left out of the original 35 million. Some people in the school system believe we have already spent all of the original amount. Mr. Fields made an explicit point about the Alternative/Settlement Office now doing its own budget review.

Questions were raised about Magnet Grants. Cincinnati did not receive the grant because we have received money previously. There will not be another competitive period for grants until 1991. Cincinnati has to look at internally funding what we have because there is probably not going to be any more outside money.

Marian Spencer brought up a concern about newspaper ads for public schools versus private schools. She also raised a question about the possibility of a conflict of interest for Bill Seitz who is a candidate for the Board of Education. Mr. Seitz volunteered to not serve as co-chair of the Task Force for the months of October and November. Cheryl Grant will be sole chair for that time.

There was discussion about membership on the Task Force. A letter will be sent to each member as to what their intentions are for the next year regarding membership and attendance.

Duane Holm suggested that the Task Force issue a statement of support for the levy renewals. Bob Brown made a motion for the group to endorse the renewals and send a letter to CASE and the Board of Education. Motion carried.

The meeting was adjourned at 9:30 p.m.

jlc

NEXT MEETING
MEET WITH JUDGE RICE
TUESDAY
14 NOVEMBER 1989
7:00 P.M.

COMMUNITYWIDE TASK FORCE 2 OCTOBER 1989

PRESENT: Grant, Holm, Irvine, Schwab, Seitz, Spencer
REGRETS: Jones, Whitney
ABSENT: Brown, Hoehne, Johnson-Baker, Sells, Spiegel
OTHERS: Dr. Robert Evans, Mr. Frank Fields

Grant presided.
Evans distributed minutes of 11 September 1989 meeting.
(Enclosed for those not present.)

1. Letters
   Grant reported on 2 letters authorized by Task Force:
   - Endorsement of school levies was sent to CASE and Board.
   - Letter to Superintendent about Low-Achieving Schools was sent. (Task Force members received copies.) No reply yet.

2. Task Force replacements. Concerned about low, irregular attendance.
   Task Force agreed:
   a. NAACP should be asked to replace Wagstaff
   b. Grant should send letters to infrequent attenders, asking whether they intend to serve.
   c. Task Force should ask appropriate body to replace those who do not intend to serve.

3. Montessori. Grant asked about 2 letters Holm sent, shared:
   - Low priority for Montessori Middle School. Superintendent replied that administration would not proceed. no magnet school funding.
   - More 1st grade Montessori teachers. Superintendent replied taking under advisement. However CPS is increasing kindergarten and pre-school Montessori classes.

4. Judge Rice. Evans explained
   - 11? October 1989 Quarterly Meeting of attorneys
   - 4 December 1989 Three-Quarters Hearing on Settlement

   Judge wanted to attend regular meeting of Task Force before Hearing. But he teaches on Monday.
   - So our meeting will be on Tuesday
   - Not on election night, but on 14 November 1989
   - We will meet at 7:00 p.m.
   - Judge Rice will come at 7:30 p.m.
   - If you can't come, call 369-4071.

Schwab suggested that we alert Superintendent that we are meeting with Judge, so she can respond to our Low-Achieving Schools concern before then.

Discussed structuring our time with the Judge:

a. Internally. Where we think the Settlement Agreement is.
(Evans' "elements of the Settlement Agreement": Low-Achieving Schools, Taeuber, Staff, Testing, Extra-curricular, Housing, Discipline. "Quality Integrated Education".

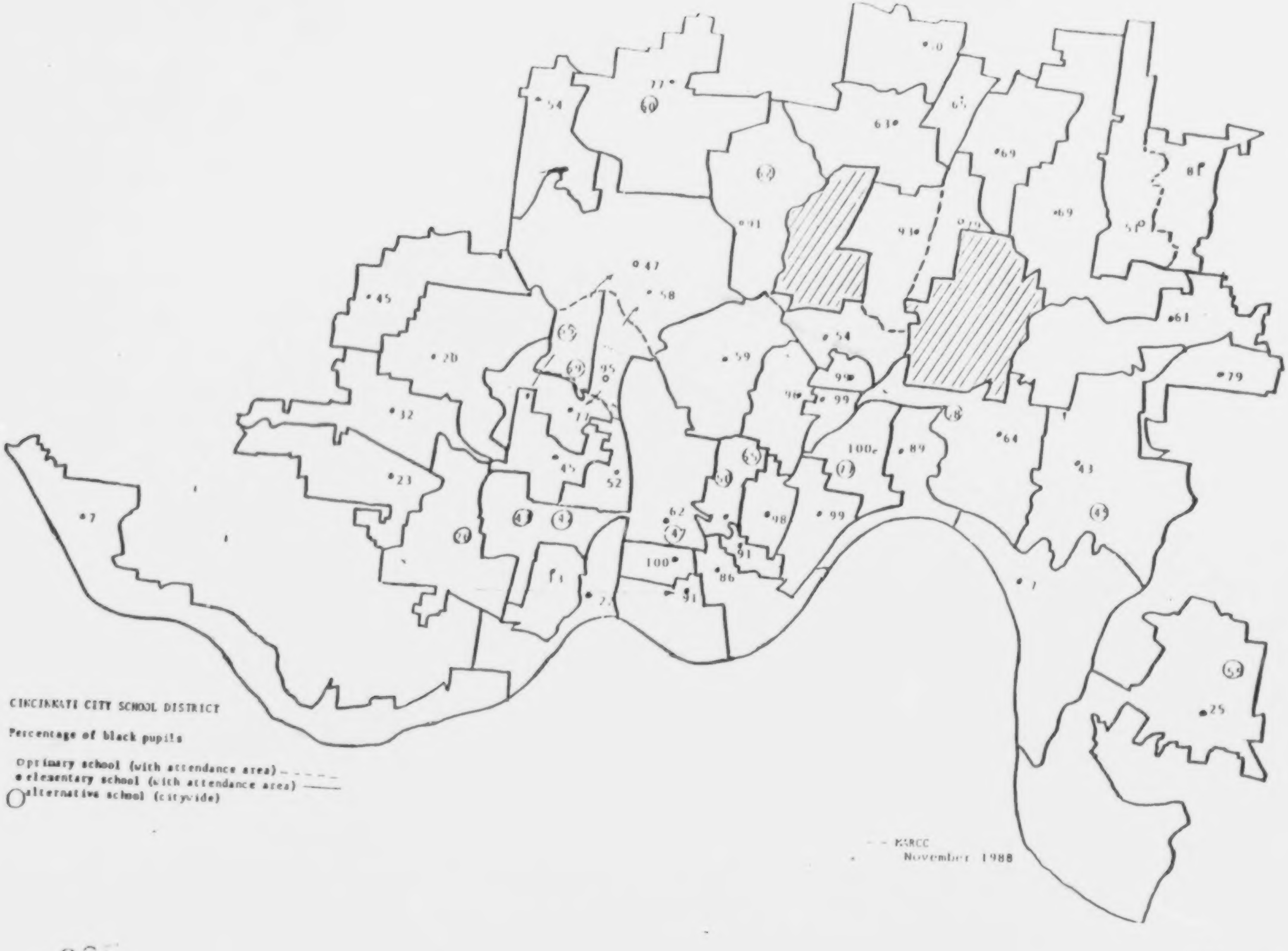
b. Externally. Where we think the public understanding & support for the Settlement Agreement is. (What we did, what others have done.)

Specific strategies we think would help meet Settlement Agreement goals - - we should send to the Superintendent, not the Judge.

Fields will have 1989-90 Taeuber Indices for us. (Must go to Board of Education first, 7 November 1989) (Chart showing school-by-school percentage of black pupils, up through last school year, enclosed.)

NEXT MEETING: Tuesday evening
14 November 1989
7:00 p.m.
Office of the Facilitator
1212 Second National Building
830 Main Street

If you cannot attend, notify 369-4071.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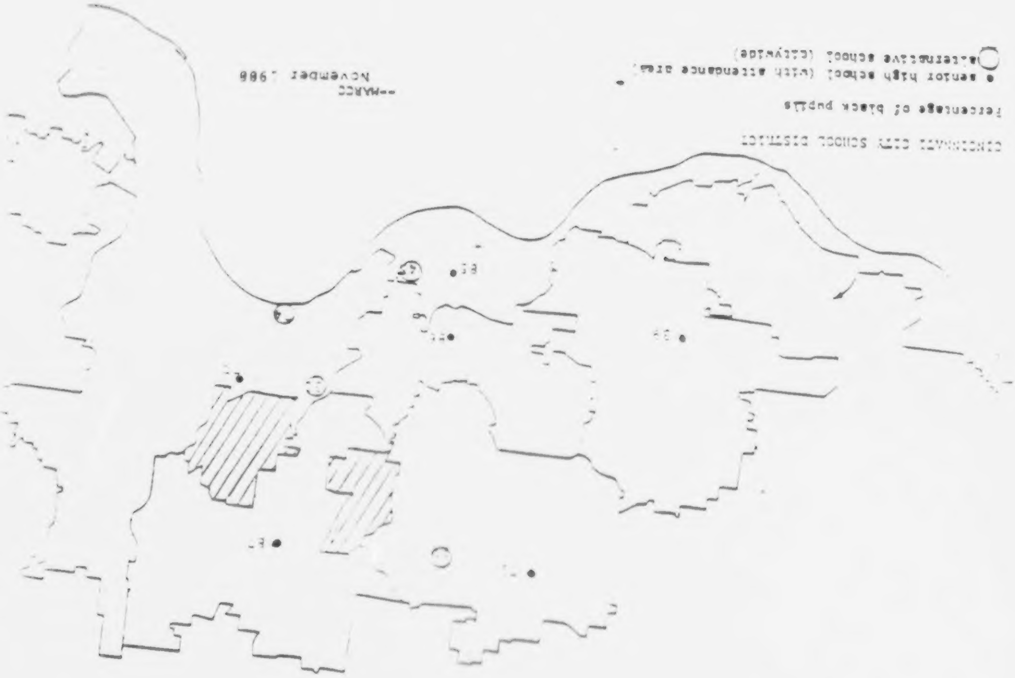
− − MARCC

CINCINNATI CITY SCHOOL DISTRICT

Percentage of black pupils

○ primary school (with attendance area) - - - - -
● elementary school (with attendance area) ———
◯ alternative school (citywide)

November 1988

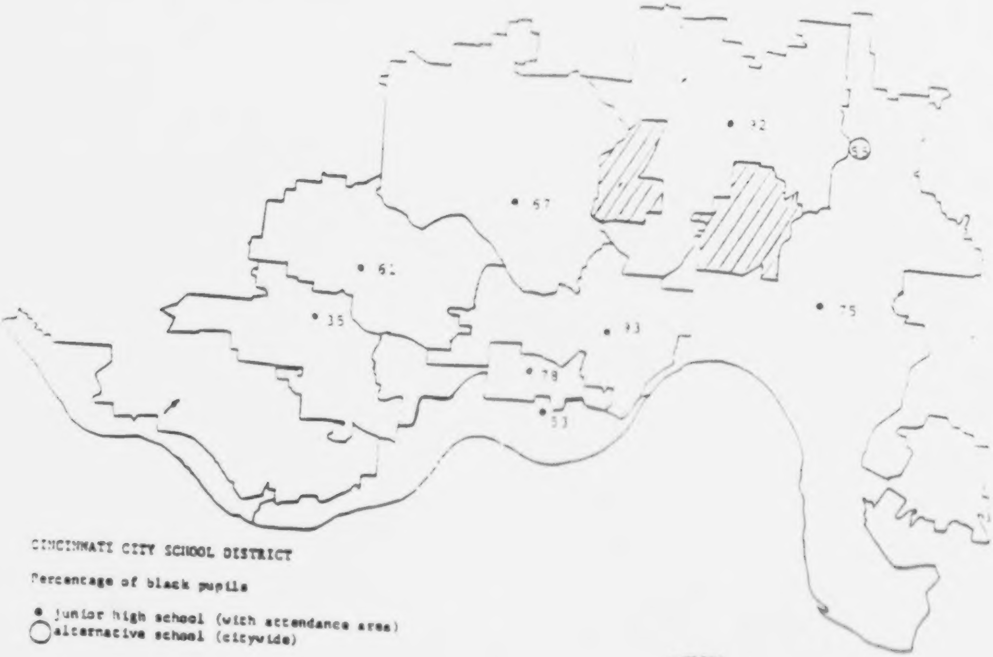


CINCINNATI CITY SCHOOL DISTRICT

Percentage of black pupils

● senior high school (with attendance area)
○ alternative school (citywide)

--MARCC
November 1988



CINCINNATI CITY SCHOOL DISTRICT

Percentage of black pupils

● junior high school (with attendance area)
○ alternative school (citywide)

--MARCC
November 1988

F-36

% BLACK PUPILS IN CINCINNATI PUBLIC SCHOOLS 1963-1964 TO 1988-89

	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88
ALL SCHOOLS	37%	38%	40%	41	41	43	44	45	45	46	49	51	51	52	54	55	56	57	58	57	57	58	57	59	60	61
ELEMENTARY SCHOOLS	40	39	40	41	42	43	43	44	44	45	48	49	50	51	52	54	55	57	57	57	57	57	57	58	59	60
Anderson Place	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	55	58	57	57	55	58	57	62	61
Bond Hill	0	1	4	10	22	33	48	54	61	70	79	87	89	90	94	96	97	98	98	98	99	97	98	95	95	93
Bracken Woods	-	-	-	-	-	-	-	0	0	0	1	1	1	4	3	4	7	-	-	-	-	-	-	-	-	-
Bramble	-	8	9	13	17	21	25	31	37	38	53	47	49	55	59	68	66	69	68	67	77	77	72	73	74	74
Burdett	93	94	94	97	93	96	98	100	99	99	100	100	99	99	98	100	-	-	-	-	-	-	-	-	-	-
Burton	-	-	-	100	100	100	100	100	100	100	99	100	98	98	99	99	99	99	100	99	99	100	97	98	98	99
C.A.P.E.	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	67	-	Sr.	Sr.
C.A.P.E. Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	57	62
Carll	30	39	49	53	60	62	64	74	77	83	84	84	85	84	77	92	91	-	-	-	-	-	-	-	-	-
Carson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	4	4	3	2	3	2	2	1	2	3	25
Carthage	1	1	0	4	0	0	0	0	0	1	4	7	8	13	13	17	29	44	46	47	50	52	57	61	43	63
C.B.A/A.W.L	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56	58
Cent. Fairmount	2	1	1	2	1	1	0	1	1	2	1	3	3	3	5	5	8	16	18	18	19	25	26	39	46	43
Chase	1	1	2	1	3	2	2	[illegible]	4	4	3	7	4	6	6	5	56	56	59	60	61	60	58	54	53	38
Cheviot	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4	7	21	25	30	33	36	41	43
Children Hse.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52	56	-	-	-	-	-	-	-	-
Children Hse Cent.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	44	-	-	-	-	-	-	-	-	-	-
Children Hse. East	-	-	-	-	-	-	-	-	-	-	-	-	42	37	49	45	-	-	-	-	-	-	-	-	-	-
Children Hse. West	-	-	-	-	-	-	-	-	-	-	-	-	-	53	43	49	-	-	-	-	-	-	-	-	-	-
Clifton	25	21	27	33	32	34	39	39	40	44	49	50	48	50	53	54	54	53	55	52	53	54	56	58	56	[illegible]
College Hill	6	7	11	20	24	28	33	31	36	40	42	50	51	57	56	56	59	58	63	65	53	58	57	58	57	[illegible]
Columbian	99	99	99	100	99	100	100	100	100	100	100	100	99	100	100	99	-	-	-	-	-	-	-	-	-	-
Covedale	0	0	0	0	0	0	0	0	0	0	0	0	6	12	11	17	29	32	26	26	27	24	19	24	24	23
Cummins	84	86	92	94	95	94	97	98	99	99	99	99	98	99	99	98	100	98	-	-	-	-	-	-	-	-
Douglass	100	99	100	100	100	100	100	99	100	100	97	98	92	90	92	96	98	91	79	72	69	68	75	73	74	77
Dyer	100	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eastern Hills	0	0	0	0	0	0	0	0	0	0	0	0	2	5	10	8	45	40	37	44	51	56	53	50	55	55
Eastwood	0	1	3	5	9	18	49	42	46	58	68	73	75	76	73	69	-	-	-	-	-	-	-	-	-	-
Evanston	100	100	99	100	100	100	100	100	100	100	100	100	100	100	97	95	-	-	-	-	-	-	-	-	-	-
Fairview	1	0	0	0	1	1	2	3	5	8	11	17	22	30	37	42	42	48	46	43	43	44	45	48	48	52
Garfield	91	87	90	92	93	95	96	94	94	93	95	95	93	93	95	92	-	-	-	-	-	-	-	-	-	-
Guilford	37	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hartwell	5	5	4	12	7	7	8	10	14	10	15	10	17	20	26	26	32	30	35	37	40	44	49	50	54	50
Hays	100	100	100	100	100	100	100	100	100	100	100	100	100	100	99	99	99	100	99	98	99	98	99	99	98	91
Heberle	68	75	77	76	75	75	74	74	74	78	80	82	82	79	82	81	88	90	90	90	82	80	72	71	71	62
Heinold	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	61	65	62	63	66	69
Highlands	28	30	28	26	21	21	18	13	14	12	13	14	14	9	15	18	-	-	-	-	-	-	-	-	-	-
Hoffman	97	97	98	98	98	100	100	99	100	100	100	100	100	99	99	99	99	98	98	99	99	99	100	99	100	100
Hyde Park	16	15	16	16	13	14	12	13	14	13	15	15	17	19	21	26	30	34	41	44	46	56	59	57	54	54
Kennedy	34	40	51	57	63	68	77	82	85	86	91	91	93	94	97	98	95	-	-	-	-	-	-	-	-	-
Kilgour	0	0	0	0	0	0	0	0	0	1	1	3	2	2	2	3	5	16	18	24	28	30	31	39	45	43
Kirby Road	5	9	11	15	16	16	17	19	18	18	24	23	25	25	36	30	20	21	22	25	26	26	27	41	41	47
Lincoln	15	15	15	15	17	15	14	12	12	15	14	16	16	11	9	11	10	-	-	-	-	-	-	-	-	-
Linwood	0	0	0	7	0	0	0	0	0	1	1	1	34	43	41	39	43	44	39	42	40	39	38	42	45	45
Losantiville	0	1	0	1	1	1	1	1	2	4	10	16	22	24	26	35	46	55	54	51	51	56	58	60	61	59
Madisonville	56	72	71	74	75	75	81	82	88	82	85	88	88	90	91	92	92	-	-	-	-	-	-	-	-	-
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	5	4	4	4	5	4	4	[illegible]
Midway	0	0	0	0	0	0	0	0	0	0	1	2	1	11	13	19	23	25	24	26	28	28	29	35	33	[illegible]
Millvale	100	100	100	100	100	100	100	100	100	100	100	100	97	97	100	98	99	98	98	99	99	94	94	98	97	[illegible]
Morgan	35	28	33	36	23	22	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mt. Adams	0	0	0	0	0	1	1	10	10	3	27	34	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mt. Airy	0	0	0	1	1	1	1	1	1	1	1	2	4	16	22	30	36	41	40	44	49	47	46	47	51	54
Mt. Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	3	13	20	21	23	25	25
North Avondale	72	74	78	74	75	74	77	74	76	77	79	76	78	84	89	90	98	93	95	96	87	76	70	60	57	54
North Fairmount	5	10	13	16	31	40	47	46	52	60	64	70	72	75	76	74	80	67	67	68	75	72	70	74	73	77
Oakley	13	13	12	11	7	1	1	1	1	2	2	3	3	7	9	8	19	-	-	-	-	-	-	-	-	-
Osage	-	-	-	0	0	0	0	1	0	0	0	0	1	2	1	1	-	-	-	-	-	-	-	-	-	-
Oyler	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	4	4	7	6	6	8	9	6	15	22
Parham	-	-	-	-	-	-	-	100	99	99	99	98	96	97	98	98	90	92	92	95	96	93	93	93	90	89
Peaslee	53	51	1	53	57	63	58	60	60	62	74	80	78	81	78	80	78	86	82	-	-	-	-	-	-	-
Pleasant Hill	-	-	-	7	17	22	32	37	44	49	55	62	66	66	66	72	77	79	78	77	72	68	71	74	77	77
Pleasant Ridge	0	1	2	3	5	5	8	7	8	11	15	25	28	29	32	38	46	53	58	56	59	62	65	68	68	69
Quebec Heights	-	-	-	-	0	1	0	0	0	1	1	1	6	10	10	5	3	5	4	5	7	5	9	10	10	43
Riverside Harrison	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	2	6	7	-	-	-	-	-	-	-
Roberts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42
Rockdale	100	100	100	100	100	100	100	100	100	99	99	100	99	99	99	99	99	98	99	99	99	98	99	98	97	96
Roll Hill	-	-	-	-	16	27	42	52	62	66	72	72	75	76	78	79	90	90	90	93	94	96	96	56	60	55
Roosevelt	8	8	13	17	16	13	12	13	11	9	12	10	8	[illegible]	8	13	18	34	35	32	41	43	[illegible]	55	55	52
Roselawn	0	0	0	2	2	1	1	1	2	4	22	28	44	40	43	55	59	61	61	54	57	60	60	61	64	65
Rothenberg	44	53	55	61	66	63	65	65	62	64	73	75	80	82	80	80	85	85	86	87	88	87	90	89	91	91
Sands	99	99	100	100	99	100	100	100	100	100	100	100	100	100	99	100	-	-	55	51	49	49	50	51	50	47
Sayler Park	7	7	7	7	5	5	6	6	6	6	5	6	4	4	4	3	4	4	5	3	4	6	9	8	9	7
Schiel	50	60	68	72	77	82	83	83	83	89	91	84	84	82	80	76	78	72	Jr.	Jr.	Jr.	Jr.	52	54	57	63
S.C.P.A.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48	53	53	54	Sr.	Sr.	Sr.	Sr.	Sr.	Sr.	Sr.	Sr.
Silverton	38	43	53	61	67	71	76	77	79	83	86	86	81	77	78	81	76	91	90	88	86	81	84	82	83	81
Sixth District	57	57	60	63	76	59	60	69	76	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Avondale	99	100	100	99	99	100	100	100	100	100	100	100	100	100	100	100	100	100	100	99	99	100	100	100	100	99
Swifton	5	4	4	9	15	23	40	44	48	51	53	49	57	63	63	66	72	75	79	82	85	86	82	80	78	79
Taft	87	86	90	91	93	97	97	99	98	98	96	98	97	97	95	97	95	98	98	99	99	99	96	97	98	98
Vine	25	39	44	49	56	62	61	64	55	61	65	67	70	69	63	61	74	72	70	74	78	80	78	82	82	88
Washburn	99	99	99	99	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	99	100
Washington	26	28	26	21	22	23	22	24	27	25	29	30	27	25	30	36	46	48	47	50	-	-	-	-	-	-
Washington Park	11	12	10	19	29	31	31	34	37	43	56	64	70	71	70	72	76	75	80	82	83	83	87	82	87	86
Wesbster	24	24	31	34	31	45	42	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Westwood	0	0	0	0	0	0	0	0	0	0	0	1	1	3	3	3	4	6	12	20	16	28	24	28	24	20
Westwood Primary	0	0	0	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Whittier Elem.	1	1	1	1	2	2	2	2	2	1	2	2	3	3	4	6	5	8	6	6	8	8	8	11	11	13
Whittier Primary	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Windsor	62	63	69	74	80	83	82	85	85	91	94	94	91	94	95	94	95	94	97	97	98	96	97	98	98	99
Winton Place	1	3	9	17	24	30	37	42	47	55	61	61	69	68	68	68	71	74	76	73	76	76	90	90	92	91
Winton Terrace	33	55	73	82	91	94	92	95	98	97	98	100	99	99	98	98	99	99	99	99	99	98	67	57	-	-
Woodford	-	-	-	-	-	-	-	-	-	-	-	-	-	-	95	92	91	84	75	65	59	57	59	55	52	51
TOTAL ELEMENTARY	40	39	40	41	42	43	43	44	44	45	48	49	50	51	52	54	55	57	57	57	5.	.7	57	58	59	60

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SENIOR HIGH	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88
SENIOR HIGH	28	30	33	34	38	42	44	45	47	48	50	52	54	56	59	60	61	61	58	58	57	58	59	61	61	62
Aiken	5	7	11	15	16	21	23	25	30	32	38	48	54	55	58	58	59	60	63	65	65	65	68	71	70	71
C.A.T.E.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Jr.	Jr.	Jr.	48	53	54	55	56	55	54
Clark Academy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	74
Courter	35	36	38	42	50	54	52	54	54	63	69	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hughes	35	39	57	64	66	74	83	83	89	88	88	86	85	85	91	88	87	91	91	89	88	85	80	83	85	86
S.C.P.A.	-	-	-	-	-	-	-	-	-	-	-	-	44	51	56	53	50	52	52	49	45	46	46	46	44	45
Taft	81	86	84	88	91	91	90	93	93	95	96	96	92	90	90	94	91	87	85	86	85	86	86	84	84	85
Walnut Hills	17	17	22	23	25	24	23	20	22	20	22	23	25	22	25	25	28	26	32	33	32	31	32	34	32	31
Western Hills	0	0	0	1	0	1	0	1	1	1	1	7	9	13	16	19	22	24	26	25	30	36	39	40	43	39
Withrow	42	46	47	48	50	51	53	56	59	58	60	66	69	67	72	74	72	69	67	72	73	71	71	74	75	77
Woodward	9	12	18	23	28	33	40	48	54	63	69	77	75	80	83	85	86	84	86	85	86	88	87	87	86	87
TOTAL SENIOR	28	30	33	34	38	42	44	45	47	48	50	52	54	56	59	60	61	61	58	58	57	58	59	61	61	62

-- MARCC
November 1988

JUNIOR HIGH	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
JUNIOR HIGH	37	39	42	43	44	45	46	47	47	48	50	52	52	52	53	51	54	55	58	59	61	62	62	61	63	66	
Ach	99	99	99	99	100	100	100	100	100	100	100	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bloom	90	87	87	86	87	89	88	85	89	90	91	93	94	93	95	94	91	93	94	89	89	90	91	92	90	88	
Campbell	-	-	-	-	-	59	57	62	69	77	83	87	90	88	89	86	-	-	-	-	-	-	-	-	-	-	
C.A.P.E.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47	45	50	Sr.	Sr.	Sr.	Sr.	Sr.	Sr.	Sr.	
C.B.A.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58	54	El.	El.	
Crest Hills	-	-	-	-	-	-	-	60	62	66	72	78	80	82	80	74	85	87	87	88	90	88	85	88	88	92	
Cutter	54	54	64	70	74	74	75	77	80	82	86	89	84	86	-	-	-	-	-	-	-	-	-	-	-	-	
Dater	-	-	-	1	2	2	1	1	1	1	1	8	12	17	19	25	28	29	28	32	34	37	37	39	39	35	
Eastern Hills	0	0	0	0	0	0	1	0	1	0	0	1	18	21	27	27	25	-	-	-	-	-	-	-	-	-	
Gamble	0	0	0	0	0	1	1	0	0	0	0	5	9	12	14	17	23	28	28	37	47	51	55	57	65	61	
Heinhold	50	63	65	69	67	63	70	75	77	80	86	85	85	83	80	85	72	72	66	65	-	-	-	-	-	-	
Hughes	18	21	27	34	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lyon	23	29	33	36	37	42	47	52	52	60	66	67	72	70	73	75	73	-	-	-	-	-	-	-	-	-	
Merry	-	-	-	-	-	57	58	60	44	67	76	72	85	84	84	85	90	95	96	98	94	93	93	93	94	93	
Myler	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Peoples	-	-	-	-	-	-	-	15	14	16	22	40	40	37	40	41	52	54	54	56	59	62	70	76	73	75	
Porter	88	86	79	80	81	87	86	90	92	91	94	91	94	95	93	95	65	60	61	60	59	62	61	63	59	53	
Roberts	-	-	-	0	1	1	1	1	2	1	1	1	6	6	5	7	9	9	9	11	11	11	14	13	14	El.	
Sawyer	98	99	99	99	99	99	100	99	100	100	100	100	100	100	100	100	98	97	95	96	95	94	-	-	-	-	
Schiel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	59	56	62	60	El.	El.	El.	El.	
Schwab	9	15	19	24	31	16	20	23	24	26	27	30	30	33	33	47	59	62	62	62	63	65	67	69	68	67	
Shroder	15	20	27	29	34	39	47	51	59	65	74	80	79	77	77	82	84	89	89	90	91	90	90	59	65	55	
Walnut Hills	24	28	29	27	24	23	25	24	25	27	25	25	23	27	29	33	30	34	-	-	-	-	-	-	-	-	
Western Hills	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Withrow	17	14	17	16	14	16	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Woodward	15	21	26	31	36	45	53	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL JR. HIGH	37	39	42	43	44	45	46	47	47	48	50	52	52	52	53	51	54	55	58	59	61	62	62	61	63	66	

APPENDIX G

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF OCTOBER 14, 1988**

1. **Communitywide Task Force**

1a. The Communitywide Task Force met on October 3, 1988, and voted to send a letter of support for targeting state housing mortgage funds for people in integrated census tracts.

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2. **Alternatives and Open Enrollment**

2a. Accepted Alternative Application Report 1/1/88 - 9/30/88

Total Applications Received	16,801
Total Applications Accepted	6,758
Blacks Accepted	3,496
Non-Blacks Accepted	3,262
Percent Blacks Accepted	51.73
Percent Increasing Taeuber	12.00
Percent Decreasing Taeuber	28.51
Percent Neutral Taeuber	59.49

Number of students enrolled in all alternative/open enrollment programs for the 1988/89 school year

Black	10,335	Percent Blacks Enrolled	53.8
Non-Black	8,867		
	19,202		
Open Enrollment	1,194		
TOTAL	20,396		

NOTE: Data reported on the September enrollment will change due to no-shows, withdrawals, and late acceptances.

The enrollment report will be updated and distributed in December.

2b. The Alternative Schools Committee has been reconstituted and will hold its first meeting on Monday, October 31 to consider new program concepts for senior high alternative programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF OCTOBER 14, 1988**

2. **Alternatives and Open Enrollment** (continued)

2c. Senior high alternative program concepts for a school of communications and a program for the health professions have been written, to be considered by the Alternative Schools Committee

2d. The Cincinnati Public Schools will apply for a Magnet Schools Assistance Act Grant for the two-year period, 1989 through 1991. Grant materials will be received by the first week in December. The Grant application will be due 45 to 60 days after receipt of the regulations.

2e. Total Open Enrollment applications approved through September 30, 1988:

Secondary	163	Black
	7	White
	170	Total
Elementary	235	Black
	10	White
	245	Total

Total Open Enrollment applications approved through September 30, 1987:

Secondary	366	Black
	6	White
	372	Total
Elementary	271	Black
	20	White
	291	Total

Total applications rejected:	Secondary	56
	Elementary	121
	Total	177

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 14, 1988
2. **Alternatives and Open Enrollment** (continued)	2f.	A program has been developed for community groups in the Hughes attendance area to present the concepts of a Hughes Alternative Center beginning in 1989-90. These meetings are currently being set up for the first 2-3 weeks in November.
	2g.	Site visitations to Communications Schools and Health Careers programs are scheduled in Houston, Texas, Los Angeles, California, and Ohio University.
3. **Other Means for Reducing Racial Isolation**	3a.	No activities to report at this time.
4. **Low Achieving Schools**	4a.	The report for the low achieving schools does not delineate activities by school. Many of them were similar, and it was my feeling that for the purpose of the committee that a global approach would be better. Activities: - Number of inservice activities focused on implementation of the Reading/Communication Arts Program in grades K-3. - Activities to improve students' self esteem through student recognition/incentives for academic achievement. - Intervention class placement - an in-school suspension program which also functions as an attendance office. Parents are called each day regarding absence. - Tutors secured from AARP and Withrow for after school tutorial program.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 14, 1988
4. **Low Achieving Schools** (continued)	- Involvement in Clean Cincinnati. Collected 52,000 cans and awarded prize of $750. Collected $1100.00 for cans. - Involved in writing a grant with Gabriel's Corner for students to be involved in creative writing project. - Use of Cincinnati Post with classes. - Variety of field trips to enhance/increase children's educational experiences outside classroom and community.
5a. **Staff Development Center**	5a. At the request of the Superintendent a presentation was made by Jerome Braun, Doris Stokes, Georgetta King, and Shirlee Williams to the Board of Education on September 26, 1988 regarding Action Motion #65. The presenters gave an overview of the district's Multicultural Education definition/objectives and the activities that have taken place recently. Jerome Braun and Doris Stokes are co-chairpersons for the Multicultural Education Committee for the District. The Committee will include administrators and teachers who will review, implement and make recommendations regarding multicultural activities for the District. Recent Professional Library Purchases VIDEOS Strangers and Kin This video shows the development and effect of stereotypes in a region where technological change collides with tradition ...(It) demonstrates how stereotypes are created, reinforced, and often used to rationalize exploitation.

C-4

5a. Staff Development Center (continued)

Ethnic Notions.

"Ethnic Notions takes the viewer on a disturbing voyage through American history. ...(It) traces the deeply-rooted stereotypes which have fueled anti-black prejudice. Through these images we can begin to understand the history of race relations in America."

The Tale of "O" (A Training Tool for Managing Diversity

"A Tale of 'O' explores the consequences of being different. It focuses on a group of people in which there are 'the many,' referred to as the 'X's,' and 'the few,' referred to as the 'O's.

BOOKS

Rainbow Activities (50 Multicultural/Human Relations Experiences
by Aster Sato

"This book was developed to encourage children to appreciate their cultural heritage and the heritage of others.

Staff Development sent information to various schools concerning the Lecture Series sponsored by the University of Cincinnati (Department of Curriculum and Instruction and the Graduate Office in the College of Education). The lecture on October 28, 1988 (Room 114 of the Law School - 3:30 p.m.) is "Lifestyles and Learning Patterns of Black Children Who Are Successful in School." The presenter is Dr. Reginald M. Clark. Dr. Clark is the author of Family Life and School Achievement: Why Poor Black Children Succeed or Fail The book is available in the Professional Library at the Staff Development Center.

5b. Educational Mobility Projects 5b. No report submitted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 14, 1988
6. Staff Racial Balance	6a.	No report submitted.
7. Housing Plans of City	7a.	There were no reports of proposed housing projects during this period.
8. Community Education	8a.	No report submitted.
9. Publicity and Marketing	9a.	Porter Middle School--Completed production of a brochure which encompasses the entire school but features Junior High College Readiness Program, Partner-in-Education, and Cincinnati Youth Collaborative. Includes section on How to Apply to the alternative program. Assisted with production of Porter's Open House invitation.
	9b.	Montessori--Produced a brochure for all three Montessori programs--Carson, North Avondale and Sands. Distributed to schools.
	9c.	Douglass--Assisted with graphics and writing of Annual Progress Report that will also be used to recruit children for the 1989-90 school year. Developed open house invitation.
	9d.	Roberts Paideia Academy--Completed production of a brochure which includes program highlights and description, photos and sections on transportation and how to apply. Will be used to distribute to parents as inquiries are made and to recruit students through direct mail for the 1989-90 school. Producing a slide/tape presentation for October 20 open house, but will also be used for recruitment. The slide/tape show explains the Paideia program through narration. Roberts Paideia students were interviewed and recorded to enhance the production.

9. Publicity and Marketing (continued)

9e. Shroder Paideia--Working with school to continue the quarterly newsletter that has been issued for three consecutive years. It will focus on teachers, students, community/parent/business involvement throughout four issues and will be used to keep Shroder parents informed, but also as a recruitment tool for new parents and their children. First issue: New teachers, teaching training and seminars.

9f. Bilingual Alternative Programs--Met with supervisors to discuss district-wide publicity plans for all bilingual programs (K-12). Emphasis will be placed on a plan to encourage fifth graders to attend CBA and eighth graders to attend ISA through brochures and a possible special event in the spring. Communications Branch will continue to work with the Bilingual Program Office to produce "World Languages" newsletter three times this school year. The newsletter is distributed to 4,000 bilingual students, used for recruitment, and distributed to other school districts and foreign language associations throughout the country.

9g. Alternative Booklet--Based on requests from schools, parents, business and community groups, Communications is developing a booklet that would encompass all of the alternative programs. A folder/pocket for the cover would enable us to update the information (program descriptions, locations, grades, etc.) as needed. The booklet would contain general information about students, teachers, parents, and community. Completion date is targeted for Dec. 1.

9h. Quebec Heights--Working on a brochure that would describe the program to be distributed to parents for recruitment.

9i. Roll Hill--Assisted with graphics and editing of Annual Progress Report.

9j. Media Coverage--Channels 5 and 9 and WLW Radio went to Quebec Heights CAMAS to cover the space shuttle launch. Channel 5, WLW Radio, and the Cincinnati Post covered representatives from Cincinnati's Sister City Luizhou, China visit to the Academy of World Languages.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 14, 1988
9. Publicity and Marketing	9k. Alternative Application--Making preparations for the 1989-90 regular and priority applications to be printed. 9l. Alternative Handouts--Reproducing handouts for alternative information specialists to distribute to students in schools January through March.
10. Transportation	10a. No change in status.
11. Extracurricular Activities	11a. Provided schools with extra-curricular passes for Queen City Metro. 11b. Bus passes are good only when used with a Queen City Metro card. **PROBLEM** Does not address the yellow bus student. Many alternative and open enrollment students cannot participate due to lack of furnished transportation.
12. Discipline Reports	No reports submitted for Areas I and II. Report from Area III: 12a. In accordance with the Local School Discipline Plan, twenty-eight (28) schools reported, and have formed, discipline committees. Eighteen (18) schools have held meetings and have planned in-service discipline programs. Ten (10) schools are in the planning stage. Principals are signing all suspension letters with recommendations for expulsion. Principals are attending all expulsion hearings.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 14, 1988
13. Unbiased Tests and Policies	13a.	The data from the pilot test of the two kindergarten readiness tests has been analyzed. The comments of the teachers who administered the pilot test have been summarized. This data along with a recommendation to the Test Selection Committee will be submitted to the selection committee during the first week of November.
14. Unbiased Placement of Students Within Buildings	14a.	No change in status.
15. Information Centers	15a.	Alternative program information specialist have completed their assignment for the 1988-89 school year. In past years, the specialists returned on December 1. We are planning to have them return two weeks early to start contacting parents involved in school pairing and any new alternative programs for the 1989-90 school year.
16. Evaluation of Settlement Activities	16a.	Prepared preliminary estimate of the effect of the three new alternative programs on the Taeuber Index.
	16b.	Analyzed achievement test results for students in alternative programs.
	16c.	Conducted a survey of principals regarding the level of scheduled interaction between alternative program students and non-alternative program students in buildings housing both alternative and neighborhood school programs.
	16d.	Conducted interviews for the purpose of filling the vacant position of evaluator for Bronson Settlement activities.

FBF:jlc

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 11, 1988
1. Communitywide Task Force	1a.	The Communitywide Task Force met November 7, 1988. We heard from Dr. Green about the new reading program, and from Mr. Fields about the proposed Hughes Polytechnic.
2. Alternatives and Open Enrollment	2a.	No change in alternative membership since last report.
	2b.	The alternative program application form for the 1989-90 school year is being prepared. The first distribution, priority applications will be mailed to the parents of students in racially identified neighborhood schools that are 90% or more imbalanced. Parents will receive the new form by January 2, 1989. The regular application process will be February 1 through March 31, 1989.
	2c.	OPEN ENROLLMENT CUMULATIVE REPORT - OCTOBER 31, 1988:

Secondary	474	Black
	10	White
	484	Total
Elementary	487	Black
	22	White
	509	Total

OPEN ENROLLMENT CUMULATIVE REPORT - OCTOBER 21, 1987:

Secondary	611	Black
	11	White
	672	Total
Elementary	539	Black
	22	White
	561	Total

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 11, 1988
2. Alternatives and Open Enrollment	2d.	The Alternative Schools Committee met on October 31 to consider two new program concepts for senior high alternative programs: School of Communications Arts and Program for the Health Professions. In addition, the committee was presented the Hughes Alternative Center Plan. All three concepts were approved by a vote of 17 to 1.
	2e.	On Monday, November 6, the Alternative/Settlement Office presented the Hughes Alternative Center Plan to the Hughes LSAC. The LSAC endorsed the plan with a majority vote.
	2f.	John Clark met with the Shroder LSAC on November 10 to present the Hughes Alternative Center concept, which includes a senior high Paideia program. The LSAC approved the idea of a 9-12 Paideia program at the center and is requesting K-6 Paideia feeder to Shroder. On November 15, John Clark met with the Kennedy Heights Community Council to present the Hughes Alternative Center Plan, responding to their request for an update on plans for Paideia schools. In general, the reaction of the community council was one of support for the 9-12 Paideia program. The council is also interested in having a K-6 Paideia feeder to Shroder. However, the council took no official action.
	2g.	Frank Fields met with the West End Community Council and the Clifton Heights-University Heights-Fairview Community Council on November 15 to explain the concept of the Hughes Alternative Center. The Clifton Heights Council registered approval for the concept. The West End Community Council only received the information.
	2h.	Site visitations to Communications and Health Careers programs were made by Frank Fields and John Clark in Houston, Texas and Los Angeles, California. Many of the ideas inherent in the health programs in particular are being incorporated into Cincinnati's proposed alternatives.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF NOVEMBER 11, 1988
2.	Alternatives and Open Enrollment (continued)	2i.	John Clark met with staff from the E.W. Scripps School of Journalism at Ohio University to discuss further plans for the School of Communications Arts. Ohio University has a plan of program and facilities 90% complete. This plan will be forwarded to the Scripps Howard Foundation for discussions with CPS administration.
		2j.	A task force composed of personnel from the Alternative Schools Office, Vocational Education Office, and curriculum specialist from the Department of Administration, Curriculum and Instruction will formulate a pilot proposal to be submitted to the State Vocational Department of Education so that the system could be reimbursed for vocational units associated with the alternative programs at the proposed Hughes Alternative Center.
		2k.	The recommendation of the Superintendent, submitted on November 7, 1988, to the Board of Education to establish an alternative center at Hughes High School is scheduled to be voted on by the Board of Education at its regular meeting on November 28, 1988.
3.	Other Means for Reducing Racial Isolation	3a.	No report submitted.
4.	Low Achieving Schools	4a.	- Inservice activities continue to be focused on implementation of the Reading/Communication Arts Program in grades K-3. - Activities to improve students' self esteem through student recognition/incentives for academic achievement. - Expansion of outdoor education program to include community sites as a follow-up to Camp Joy experience. - Purchase of additional books for Resource Center.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 11, 1988
4. Low Achieving Schools (continued)		- Instructional leader provided to provide additional resource to teachers/students. - Teachers work with students six hours after school offering peer assistance for homework and a computer club. - Additional instructor assistants provided. - Teachers providing after school group guidance program.
5a. Staff Development	5a.	A number of meetings have been held with the Urban Initiatives liaisons, (Professor LaVerne Summerlin and Floyd Ogburn) and Cincinnati Public Schools' administrators and teachers to discuss inservices for teachers, discuss student activities and complete a time line for these programs. The programs will relate to communication skills and ethnic/cultural awareness. The newly appointed Multicultural Committee co-chairpersons (Jerome Braun and Doris Stokes) have met with Robert Gazaway, Georgetta King, Dean Moore, Kathleen Ware and Carol Yudofsky to review multicultural activities that are now being planned in the district. The committee also made decisions about the role and function of the committee. A sub-committee of the Multicultural Committee has and will meet periodically to explore the focus for present and future activities. Through Education Mobility funds, a Multicultural Communications Team will be trained to assist school staffs in cross-racial, cross-cultural and conflict management issues. The team should be able to facilitate in a crisis and will assist administrators and local staff development teams for long range and short range consultations and/or workshop planning and implementation activities.

COMPONENT		STATUS AS OF NOVEMBER 11, 1988
5. *Staff Development* (continued)		A proposal from Sands Montessori staff was submitted and approved for an inservice for teachers/other personnel to improve interracial and intercultural understanding. A major objective is to reduce racial and gender bias through an awareness of cultural issues. A program called Children's Creative Response to Conflict (CCRC) will be featured at an all-day inservice in January, and other activities will support this one-day inservice. Topics to be covered at the inservice are: cooperation, communication, conflict resolution, understanding differences, mediation and bias awareness. Joyce Young, Art Education Supervisor, submitted a proposal to secure the services of Mr. William (Bing) Davis, a Central State professor in the Art Department to: 1. Talk about Afro-American culture and his African experience 2. Give an Afro-American slide presentation 3. Provide a hands-on lesson for participants Art teachers will become familiar with subject content, resource materials and teaching strategies to assist them in implementing Black art and culture in the curriculum.
5b. Educational Mobility Projects	5b.	No report submitted
6. Staff Racial Balance	6a.	The attached report provides data regarding racial balancing of all Cincinnati Public elementary and secondary schools for the 1988-89 school year.
7. Housing Plans of City	7a.	Received notices of 3 proposed CMHA housing acquisitions: Pleasant Ridge Area - This acquisition would probably be slightly harmful to racial balance.

COMPONENT	STATUS AS OF NOVEMBER 11, 1988
7. Housing Plans of City (continued)	Woodford/Silverton Area - This acquisition would be neutral for Woodford, but would likely be harmful for Silverton. Bramble Area - This acquisition would not likely help to improve racial balance.
8. Community Education	8a. No report submitted.
9. Publicity and Marketing	9a. Alternative Application--Prepared artwork and copy for 1989-90 application. Priority application will be delivered by December 1, Regular application by January 1. 9b. Shroder Paideia--Newsletter printed and preparations made for direct mailings to 5th and 6th graders as well as Shroder Paideia students. 9c. World Language News--Currently being printed to be distributed to all students in the Cincinnati Public Schools bilingual programs. Will also be used as a recruitment tool. 9d. Alternative Booklet--Continue production of booklet that covers all alternative programs with special features on students, teachers, program highlights, etc. Interviews and photos were conducted at the following schools: Primary School for Arts Enrichment, Academy of World Languages/Cincinnati Bilingual Academy, SCPA, Bramble, Oyler, Quebec Heights, CAPE, Carson, Clifton, Peoples. Additional school will be included. 9e. Proposed Hughes Alternative Center--Produced Factsheet, slides for presentations. Compiling list of contacts in communications field who can advise on program content for the School of Communications.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 11, 1988
9. Publicity and Marketing (continued)	9f.	Pairings--Oyler/Washington Park and Whittier/Washburn for the 1989-90 school year. Met with principals of effected schools to discuss public relations plan. Produced flyer and slides, wrote press releases, and contacted media for November 16 and 17 community meetings.
	9g.	Wrote press release for Cincinnati Bilingual Academy Mexican Exchange students' visit.
10. Pupil Transportation	10a.	No change in status.
11. Extracurricular Activities	11a.	Principals of the schools listed below were asked to respond to the questions written at the top of the grid. Their responses were as follows:

School	Does lack of bus transportation create a difficulty in getting students to participate in after school activities?	Does lack of bus transportation create a racial imbalance among participants in extracurricular activities
Bloom	No	-------
Dater	Yes	Yes
Gamble	No	-------
Heinold	Yes	Yes
Merry	Yes	No
Schwab	Yes, except for athletic activities	-------
Peoples	Yes, although not as much for athletes as some bus passes are available.	Yes
Porter	Yes	Yes
Walnut Hills	No, bus passes are available.	
Woodward 7-8	Yes	Yes

12. Discipline Reports

12a. REPORT FROM AREA I

Discipline Mini-Grant Proposals were reviewed, evaluated, and approved for the following schools:

Elementary
Central Fairmount
Cheviot
Covedale
Hays
Heberle
Heinold
Midway
Millvale
Oyler
Quebec Heights
Roll Hill
Rothenberg
Sands
Sayler Park
Washburn
Washington Park
Westwood
Whittier

Junior/Middle
Bloom
Dater
Gamble
Porter

High Schools
Robert A. Taft
SCPA
Western Hills

The Mini-Grants were awarded to facilitate the implementation of the Local Discipline Plan for 1988-89.

SUSPENSIONS - 1st Quarter 1988-89 (August 30-October 28, 1988)

School	MB	MW	MO	FB	FW	TOTAL
Taft	9	0	0	7	1	17
SCPA	1	1	0	2	0	4
Western Hills	52	55	0	11	22	140
	62	56	0	20	23	161

COMPONENT **STATUS AS OF NOVEMBER 11, 1988**

12. **Discipline Reports (continued)**

School	MB	MV	MO	FB	FW	TOTAL
Bloom	12	0	0	6	0	18
Dater	22	37	0	20	10	89
Gamble	27	10	0	16	2	55
Heinold	0	0	0	3	1	4
Roberts (7-8)	5	7	0	0	10	22
	66	54	0	45	23	188
Carson	1	1	0	0	0	2
Central Fairmount	15	8	1	0	0	224
Covedale	1	1	0	5	0	7
Hays	6	0	0	1	0	7
Midway	1	0	0	0	0	1
North Fairmount	8	2	0	2	0	12
Oyler	6	22	0	0	1	29
Quebec Heights	0	0	0	1	1	2
Rothenberg	2	0	0	0	0	2
Roll Hill	0	1	0	1	0	2
SCPA	1	0	0	2	0	3
Sayler Park	0	0	0	0	1	1
Washburn	0	0	0	1	0	1
Washington Park	10	1	0	7	0	18
Roberts (K-6)	13	2	0	6	3	24
	64	38	1	26	6	135
Grand Total	192	148	1	91	52	484

SUSPENSIONS - 1st Quarter 1988-89 (August 30-October 28, 1988)

Taft	1	0	0	0	1
Western Hills	2	3	0	2	7
	3	3	0	2	8
Dater	0	0	0	2	2
Grand Total	3	3	0	4	10

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12. Discipline Reports (continued)

12b. REPORT FROM AREA II

SUSPENSIONS - 1st Quarter (August 30 - October 28, 1988)

School	MB	MV	MO	FB	FW	FO	TOTAL	Comparison to 1st QTR 1987-88 TOTAL	DIFF
Aiken	24	9	0	18	5	0	56	85	-29
CAPE 6-12	30	25	0	14	6	1	76	73	+ 3
Woodward	31	2	0	18	2	0	53	55	- 2
	85	36	0	50	13	1	185	213	-28
Crest Hills	2	1	0	0	0	0	3	32	-29
Roselawn/Condon 7-8	3	0	0	2	0	0	5	14	- 9
Schwab	37	16	0	28	6	0	87	40	+47
	42	17	0	30	6	0	95	86	+ 9
Bond Hill	1	0	0	0	0	0	1	2	- 1
Burton	3	0	0	1	0	0	4	6	- 2
Chase	13	7	0	9	2	0	31	18	+13
Clifton	5	0	0	0	0	0	5	2	+ 3
Hartwell	1	0	0	0	0	0	1	4	- 3
Kirby Road	0	0	0	0	0	0	0	2	- 2
Losantiville	1	0	0	0	0	0	1	1	0
Mt. Airy	0	0	0	0	0	0	0	4	- 4
North Avondale	2	2	0	1	0	0	5	0	+ 5
Pleasant Hill	12	1	0	2	0	0	15	11	+ 4
Pleasant Ridge	12	1	0	1	0	0	14	2	+11
Roselawn/Condon K-6	0	0	0	1	0	0	1	5	- 4
Swifton	0	0	0	0	0	0	0	1	- 1
Winton Place	15	1	0	1	0	0	17	5	+12
CAPE K-5	9	4	0	0	1	0	14	5	+12
Carthage	0	0	0	0	0	0	0	1	- 1
College Hill	0	0	0	0	0	0	0	0	0
	74	16	0	16	3	0	109	80	+29
GRAND TOTAL	201	69	0	96	22	1	389	379	+10

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

12. **Discipline Reports** (continued)

EXPULSIONS - 1st Quarter (August 30 - October 28, 1988)

								Comparison to 1st Qtr 1987-88	
School	MB	MW	MO	FB	FW	FO	TOTAL	TOTAL	DIFF
Aiken	2	2	0	0	1	0	5	9	- 4
CAPE 6-12	1	0	0	1	1	0	3	2	+ 1
Woodward	4	0	0	0	0	0	4	9	- 5
	7	2	0	1	2	0	12	20	- 8
Chase	0	2	0	0	0	0	2	1	+ 1
GRAND TOTAL	7	4	0	1	2	0	14	21	- 7

12c. **REPORT FROM AREA III**

SUSPENSIONS - 1st Quarter (August 30 - October 28, 1988)

School	MB	MW	FB	FW	Total
Hughes	51	0	32	0	83
Walnut Hills	0	2	1	2	5
Withrow	78	12	18	2	110
	129	14	51	4	198
Merry	19	2	9	0	30
Peoples	7	7	4	1	19
Shroder	1	5	3	1	10
	27	14	16	2	59
Anderson Place	7	1	2	0	10
Eastern Hills	2	1	2	0	6
Fairview	0	1	1	0	2

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

12. **Discipline Reports (continued)**

School	MB	MW	FB	FW	TOTAL
Hoffman	2	0	0	0	0
Kilgour	0	0	1	0	1
Linwood	1	0	1	0	2
Mt. Washington	0	2	0	0	2
Rockdale	0	0	1	0	1
Roosevelt	2	0	1	0	3
Vine	3	0	0	0	3
	17	5	10	0	32
GRAND TOTAL	173	33	77	6	289

EXPULSIONS - 1st Quarter (August 30 - October 28, 1988)

Hughes	12	0	0	0	12
Withrow	6	1	0	0	7
Peoples	1	0	0	0	1
	19	1	0	0	20

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13. **Unbiased Tests and Policies**

13a. The selection committee for the Kindergarten test met on November 4, 1988 and recommended that CAT level 10 be used at the end of Kindergarten. The recommendation included several suggestions for changes in the administration and scoring of the test. The recommendations are being edited by the committee and will be forwarded to Cabinet.

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14. **Unbiased Placement of Students Within Buildings**

14a. No change in status.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF NOVEMBER 11, 1988
15. Information Centers	15a. Alternative Program Information Specialists will return to work on November 28. Offices will be maintained at Shroder and Hays.
16. Evaluation of Settlement Activities	16a. Completed a computation of the 1988-89 Taeuber Index values based upon a preliminary report of student membership data.
	16b. Completed a survey of principals regarding student intermingling levels. (The data are needed to compute the alternate index values.)
	16c. Completed a summary report on alternative programs, the open enrollment program, and the low achieving schools program for the 1987-88 school year.
	16d. Began a detailed analysis of the impact of the Price Hill/West End plan on the Taeuber Index.

jlc
12/1/88

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JANUARY 13, 1989
1.	Communitywide Task Force	1a.	The Communitywide Task Force met on December 19, 1988 (without quorum) and January 9, 1989.
2.	Alternatives and Open Enrollment	2a.	Priority application period is underway, January 3-31 7,146 applications mailed to the parents of students in neighborhood schools which are 90% or more racially imbalanced. 6,392 applications mailed to black students 754 7,146 Total Priority Schools - Hoffman, Washburn, South Avondale, Burton, Windsor, Taft Elementary, Rockdale, Millvale, Bond Hill, Winton Place, Hays, Rothenberg, Sayler Park, McKinley
		2b.	Special application mailed to 1,339 students at Hughes High School, with a cover letter from the Superintendent encouraging them to apply to the New Alternative Center at Hughes.
		2c.	Mailing is being prepared for all 8th and 9th grade students in the district--public, private and parochial--with an application for New Alternative Center at Hughes.
		2d.	Mass mailing is being prepared for all private, public, and parochial students with a regular alternative application, regular application period, February 1 - March 31, 1989.
		2e.	On Tuesday, January 10, the Alternative/Settlement Office presented the Hughes Alternative Center Plan to Hughes' Partner-in-Education, AT&T.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JANUARY 13, 1989
2. Alternatives and Open Enrollment (continued)	2f.	A meeting was held on January 3, 1989 regarding vocational support for the Hughes Alternative Center. Besides central office staff, Mr. Darrell Parks, Director of State Department of Vocational and Career Education; representatives from AT&T; Greater Cincinnati Hospital Council; and Scripps Howard Foundation (cooperative partners for the Hughes professional schools) were in attendance. At Mr. Parks' suggestion, John Clark and Ted Herklotz have prepared a proposal to the State Department of Education outlining the support requested. They will meet with Mr. Parks on January 26 for an initial discussion.
	2g.	Architects for a Hughes remodeling proposal have been designated. On January 3, the architects met with representatives of Ohio University, Mike Burson, and John Clark to discuss modifications of the 5th and 6th floors in the Hughes Vocational Center to accommodate the Hughes Communications Professions School. On January 13, the architects met with the Greater Cincinnati Hospital Council; Dr. Robert Townsend, Secondary Science Supervisor; Mike Burson; and John Clark. Initial sketches will be available January 23.
	2h.	The application packet for the Magnet Schools Grant will not be available until the end of January. The Magnet Schools Office indicates that a grant application will be due 45 days after the application packets are mailed.
	2i.	The Superintendent and members of the Alternative/Settlement Office met with the Shroder LSAC on January 4 at the request of the LSAC to discuss the installation of a Paideia K-6 on the east side of Cincinnati and to discuss the future of the 9th grade at Shroder. The LSAC requested that the Paideia K-6 program be installed in September, 1989; the Superintendent indicated that the program would be opened in September, 1990. The Superintendent requested that the LSAC provide her with a recommendation for the future of the 9th grade at Shroder; leave it in place for 1989-90 or discontinue it. The LSAC has conducted a phone survey of the 8th grade parents as a basis for submitting a recommendation.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JANUARY 13, 1989
2.	Alternatives and Open Enrollment (continued)	2j.	A student options fair is being held at Hughes High School on January 25 so that current Hughes pupils may understand better the program choices for 1989-90: new alternative programs at Hughes, other senior high alternatives, other vocational programs, or new district school assignment.
		2k.	January 13, 1989 was the application deadline for persons interested in being considered for the principalship and the program developers for the Hughes Alternative Center. The interview process is currently being set up.
		2l.	Evaluation of the new alternative programs in Price Hill - Carson Montessori, Quebec Heights Math and Science Academy, and Roberts Paideia - began the week of January 16.
3.	Other Means for Reducing Racial Isolation	3a.	No change in status.
4.	Low Achieving Schools	4a.	No report submitted.
5a.	Staff Development	5a.	The Social and Cultural Student Awareness Series will take place during the months of February, March and April. This Series is being jointly planned by the Multicultural Education Planning Group and personnel from the Staff Development Center. (see next page for Series Agenda)

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 13, 1989
5a. Staff Development (continued)	5a. SERIES AGENDA

Consultants	Topic	Date(s)
May Kimiko Sasaki Seattle Schools	Multicultural Strategies and Activities (In collaboration with Cincinnati Council of Educators)	Jan. 27, 28
Geneva Gay, PH.D. Purdue University	Multicultural Curriculum and Activities	Feb. 23, 1989
Laverne Summerlin University of Cincinnati	Implications for Teaching/ Decisions/Urban Initiatives Viewpoint	Feb. 23, 1989
Edward Wheeler, PH.D Zion Baptist Church	The Black Church/Implications for Teaching Decisions	March 2, 1989
J. Howard Johnston, PH.D. University of Cincinnati	Implication for Teaching Decisions/Person-Environmental Mismatches	March 2, 1989
Patricia H. Collins, PH.D.	The Black Family/The Cultural Context	March 8, 1989
Jerry Nelson, PH.D. Carole Ganim, PH.D.	The Appalachian Family/The Cultural Context	March 8, 1989

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		*STATUS AS OF JANUARY 13, 1989*
5a.	**Staff Development** (continued)		

Consultants	Topic	Date(s)
Georgetta King Myron Kilgore Doris Stokes Carol Yudofsky	The Equity Principal (State Funding)	March 18, 19, 1989
Janice Hale Benson	Learning Styles of the Black Child/Implications for Decisions	April 13, 1989

5b.	**Educational Mobility Projects**	5b.	No report submitted
6.	**Staff Racial Balance**	6a.	No change in status.
7.	**Housing Plans of City**	7a.	We have received notice of one proposed housing acquisition from CMHA. This acquisition is located in the Losantiville attendance area. Since Losantiville is 69% black, the acquisition probably will not help improve racial balance.
8.	**Community Education**	8a.	No report submitted
9.	**Publicity and Marketing**	9a.	Regular and Priority Application--Prepared letter and materials--including applications--to send to parent and students in the district.

9. Publicity and Marketing (continued)

9b. Slides--Produced a series of slides for each alternative program for use by Alternative Information Specialists as they visit schools and make community presentations. Slides are broken down by elementary, junior/middle, and senior high schools.

9c. Hughes Alternative Center--Have begun plans to promote new programs which include: Public Service Announcement for television, brochures, flyers, posters, applications, direct mail procedures, themes, etc. The programs will be promoted together, but a separate campaign is underway for each program.

- Work with Greater Cincinnati Hospital Council to issue a joint news release.
- Met with Alternative/Settlement Office to coordinate publicity plan.
- Formed a Communications Committee for the Communications Professions School.
- Produced invitations, assisted with plans, and will contact media for Hughes Alternative Fair for Hughes students on January 25. The fair will include options for students including new alternative programs at Hughes, other alternative programs, and information on high schools that Hughes students will be redistricted to (Aiken, Western Hills, and Woodward).

9d. Pairing Newsletter--The first issue of "Bridges" was produced and sent home with children at Washburn, Whittier, Washington Park, and Oyler. The purpose of the newsletter is to keep parents informed of activities at all four schools. Four more issues will appear over the next nine months. This issue included a timeline, principal profiles, and feature on Washburn/Whittier Summer Leadership program as well as other pairing activities.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 13, 1989
9. Publicity and Marketing (continued)	9e. Shroder Paideia--Produced a brochure and flyer. Second issue of Shroder Paideia newsletter is being printed. Articles include: Merit School status, mentor program, and coaching labs. The newsletter also includes an alternative application and is used primarily for recruitment.
	9f. World Language Newsletter--Reprints of first newsletter and have begun work on the second issue. Produced guidelines for teachers in submitting articles and artwork for the newsletter.
	9g. Primary School for Arts Enrichment--Wrote script for the schools video tape which will be used for community groups and for visitors at the school. The video highlights the school's academic and artistic features.
	9h. Schwab--Wrote script for slide/tape show to be used for community, school, and to recruit students through open enrollment and the junior high college readiness alternative program.
	9i. Open Enrollment--Made preparations--printing, editing and graphics--for the open enrollment application for the 1989-90 school year.
	9j. Peter H. Clark Academy--Graphics assistance on brochure/application for the 1989-90 school year.
	9k. News releases for televideo communication between Dr. Powell and Superintendent from Gifu, Japan school district. News release for Japanese students visiting Cincinnati Bilingual Academy and Academy of World Languages.
	9l. Roberts Paideia--Met with principal and program coordinator of public relations plan for the school. Plans include a newsletter, mailing of recently produced brochure, and open house dates.
	9m. Session on "Promoting your School" for the Education Convention on January 24, 1989.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JANUARY 13, 1989
10. Pupil Transportation	10a.	No change in status.
11. Transportation for Extracurricular Activities	11a.	Meeting was held with the Director of Transportation, Assistant Superintendent of Business Services, Metro Transportation Specialist, and the Associate Director of Athletics.
	11b.	A meeting will take place to discuss with Queen City Metro the issuance of special passes for those participants who are involved in extra-curricular activities and ride the Yellow Buses to school.
	11c.	Five schools, CAPE, EASTERN HILLS, ROBERTS, SCPA, and SHRODER were the schools in which problems exist. WESTERN HILLS will also be looked as a high school which has had some problems getting kids home in the evening.
	11d.	The meeting will be set up in the next few weeks to see if anything can worked out with Queen City Metro.
12. Discipline Reports	12a.	No report submitted from Area I.
	12b.	REPORT FROM AREA II No report at this time. Reports on Suspension, Expulsion, Attendance, and mobility are done quarterly. Second quarter ends January 23, 1989. Reports available two weeks after end of quarter.
	12c.	REPORT FROM AREA III Data on number of students suspended and expelled from the Cincinnati Public Schools is being collected and tabulated. A final suspension and expulsion report will be available for distribution on February 6, 1989.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF JANUARY 13, 1989
13.	Unbiased Tests and Policies	13a.	Selection of a new readiness test under the test selection procedures covered by the unbiased testing component has been completed. No new activities involving the component are presently planned.
14.	Unbiased Placement of Students Within Buildings	14a.	No change in status.
15.	Information Centers	15a.	Alternative Program Information Specialists returned to their assignments on November 28. Iva Brown and Bev Ralston are located at Hays School and Gil Brown is at Shroder. During this reporting period, the specialists have: - Met with the principals in the three new alternative schools in Price Hill. - Made presentations at eight pre-schools in priority school/neighborhoods. - Conducted a telephone survey to selected parents regarding the New Alternative Center at Hughes. - Made contact with individual alternative principals to set up dates for local school presentation and how they may assist them with their recruitment and publicity efforts. - Made 240 telephone contacts with parents seeking information about alternative programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 13, 1989
16. Evaluation of Settlement Activities	16a. Completed a report on the 1988-89 Taeuber Index values which included the alternate index values and student intermingling levels in alternative programs.
	16b. Jerry Moore was hired as the associate for Bronson evaluation, and Jerry was assigned as the evaluator for alternative programs, the open enrollment program, and the low achieving schools program.
	16c. Scheduled and made arrangements with principals for team evaluations of three alternative programs.
	16d. Conducted a survey of the parents of grade eight students at Shroder Paideia.
	16e. Completed an analysis of the Taeuber Index impact of the Price Hill/West End plan in elementary schools.

jlc
1/26/89

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF FEBRUARY 10, 1989**

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1. Communitywide Task Force

1a. The Communitywide Task Force met February 6, 1989. It voted to contact the Cincinnati Youth Collaborative to secure the widest possible support for the Settlement Agreement.

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2. Alternatives and Open Enrollment

2a. Open alternative application period (2/1/89 - 3/31/89) got off successfully on Wednesday, February 1, 1989.

2b. A mass mailing of an alternative application is being completed to the parents of all private, public, and parochial students in the district.

2c. Number of applications received and processed 1/1/89-2/16/89 is 3,683.

Total Accepted	601
Black Accepted	353
Non-Black Accepted	248
Percent Black Accepted	58.74%
Percent Increasing Taeuber	17.30% (Sibling Priority)
Percent Decreasing Taeuber	43.09%
Percent Neutral Taeuber	39.60%

2d. The 1988-89 alternative rosters of all students in alternative programs was updated at the end of 1988.

Alternative Program Enrollment Report:

Black	9,758 (55% Black)
Non-Black	7,948
	17,706
Open Enrollment	1,123
	18,829

2e. Mailed 9,600 special applications to all 8th and 9th grade students in the district, public, private, and parochial, informing them about the new Alternative Center at Hughes High School.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — STATUS AS OF FEBRUARY 10, 1989

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2. Alternatives and Open Enrollment (continued)

2f. Total Open Enrollment Applications Approved through February 10, 1989

Secondary	12	Black
	0	White
	12	Total
Elementary	14	Black
	3	White
	17	Total

Total Applications Rejected:

Secondary	2
Elementary	10
Total	12

2g. The SFA have submitted plans and cost estimates for the renovation of the fourth, fifth, and sixth floors in the Hughes vocational annex. Assuming that approval of the renovations can be given by March 1, 1989, the facility will be ready January, 1990.

2h. The application packet for the Magnet Schools Grant is being mailed February 17, 1989. The grant application is due March 17.

2i. Mr. Fields has been involved in the design of the school pairing plan since January 25, 1989. He is in the process of meeting with each of the affected school communities. The formal pairing should be presented to the Board of Education at its February 27 meeting.

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3. Other Means for Reducing Racial Isolation

3a. No change

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT

STATUS AS OF FEBRUARY 10, 1989

4. Low Achieving Schools

4a. Shirlee Williams and Robert Gazaway have met with the principals of the Low Achieving Schools and Area Assistant Superintendent in Area I to begin discussion of restructuring schools and curriculum to address strategies to raise achievement. The proposed plan for restructuring will be presented to Area I principals for input, and revision on February 23. A meeting with the Area II Assistant superintendent and Low Achieving Schools principals is to be scheduled.

The following information was compiled from a report submitted by principals.

HAYS
- Implementing a school wide positive discipline program.
- Review of CAT data for instructional planning.
- Utilizing Test Wiseness strategies in classroom.
- Grade level meetings with teachers.

HEBERLE
- No report submitted as of February 6.

HEINOLD IGE
- School discipline committee has reviewed, updated, clarified the school discipline philosophy, practices and expectations.
- Provided quarterly attendance assemblies to reward students involving the Partner in Education.

HOFFMAN
- AARP Tutoring Program. Six community volunteers for one hour each Monday tutor six 5th and 6th grade students in math and reading.
- SIP Meetings - Committee chairpersons meet each Tuesday to discuss school improvement areas.
- Teacher coordinator assists school-wide and classroom Discipline Plan by monitoring the Hoffman Modified Assertive Discipline Program.
- Quarterly incentive programs - Students are awarded incentives for academic achievement and attendance.

4. Low Achieving Schools (continued)

ROTHENBERG

- Reading inservice conducted by S. Marie McCarther with staff.
- Cincinnati Public Library Bookmobile
- Awards Assembly
- CURE Activities
- Bronson monies are being utilized to fund the following positions:
  - 3 Instructor Assistants - reading, Writing to Read proctor, home-school liaison
  - 1 Curriculum Leader
  - 1 Pre-Reading Teacher

WASHINGTON PARK

- Additional books for the library were funded through Bronson
- Three after-school programs - P.A.L.S. (Peer Assisted Learning After After School), Homework Club, and Computer Club - are thriving. The teachers/advisors are paid through Bronson.
- Additional instructor assistant assists in all day kindergarten classes and supervises an after-school program for children to make up time for tardiness.
- After-school group counseling program coordinated by teacher/advisor paid through Bronson
- Paid teacher inservice regarding Self Esteem/Discipline and High achievement planned for February and March.

WINDSOR

- Students with stanines of 4, 5 and 6 remain at school one day a week for an hour for an academic motivational program - drill and practice in reading and mathematics.
- Grade level meetings to review CAT skills and Essential Skills.
- An in-school suspension room
- "Catch 'em Being Good" Program, Principal's Club and Citizen of the Month are part of the incentives.
- Parents are contacted by the visiting teacher if the child is absent three or more days during a ten week period.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF FEBRUARY 10, 1989
6.	Staff Racial Balance	6a.	No change in status
7.	Housing Plans of City	7a.	Attended meeting at City Hall on February 3 with members of City Planning and a representative from CMHA. The purpose was to discuss the problems CMHA has had in purchasing sites which would clearly be of benefit to the school system. As a result of the meeting a listing of school attendance areas where CMHA sites would be beneficial was sent to CMHA.
		7b.	Received notice of a proposed CMHA purchase of a site in the North Fairmount attendance area. This probably would not be of any benefit in improving racial balance since North Fairmount is 77% black.
8.	Community Education	8a.	No report submitted
9.	Publicity and Marketing	9a.	Hughes Alternative Center--Publicity for Hughes alternative fair for Hughes students and parents on January 25. Selected theme for new center--"All the Advantages of Being First Class" and developed total media/publicity plan around theme which includes: 10, 20, 30 second public service announcements for television; poster and flyer, individual brochures for each program, ads (daily and weekly newspapers), billboards, targeted radio stations. Issued joint press release with the Greater Cincinnati Hospital Council on new health careers program and the council's support and involvement in its development.
		9b.	Bilingual--Producing second issue of World Language News, a newsletter for parents of children in all of the bilingual programs. Feature story is on the new LUMA videotelecom systems which allow video communication all over the world.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF FEBRUARY 10, 1989
9. Publicity and Marketing (continued)		Working with teachers and administration on producing a current bilingual program brochure/booklet for parents, primarily aimed at kindergarten and first grade for recruitment purposes. Sent news releaseS on bilingual exchange program and video telecom conference between Lee Etta Powell and sister city superintendent in Gifu, Japan.
	9c.	Shroder Paideia--Produced and distributed brochure and second issue of the school's quarterly newsletters. Assisted with publicity for February 16 open house.
	9d.	Roberts Paideia--Met with Ray Smith to discuss current public relations efforts for Roberts Paideia which includes a newsletter which will be direct mailed to Roberts Paideia parents. It will also be used extensively throughout the community and as a recruitment tool for kindergarten and first grade students. Features include: coaching labs, Paideia and kindergarten, computer lab.
	9e.	Roll Hill--Met with principal to discuss promotion and publicity of this year's open house. Preparing invitation and news release for the event.
	9f.	Pairing newsletter, Bridges--Writing and photographing for the second issue of Bridges which will explain how the schools will be paired, and articles on joint school choirs, Camp Joy trip with Washington Park/Oyler students, and joint Chapter I meeting with Washburn/Whittier parents. Met with Magnet School evaluator to share publicity efforts and materials.
	9g.	Alternative applications--Sent news release announcing that alternative applications were available to the public on February 1, 1989.
	9h.	Quebec Heights CAMAS--met with principal to plan publicity efforts for recruitment and current staff, parents, and students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF FEBRUARY 10, 1989
10. Pupil Transportation	10a. No report submitted
11. Transportation for Extracurricular Activities	11a. No change in status.
12. Discipline Reports	12a. REPORT FROM AREA I

SUSPENSIONS

School	MB	MW	MO	FB	FW	FO	TOTAL
Taft	32	2		17	7		58
SCPA	3	1			1	1	6
Western Hills	24	25		10	13		72
	59	28		27	21	1	136
Bloom	3	2		12	1		18
Dater	10	15		8	4		37
Gamble	7	7		4	1		19
Porter	2	8		2	2		14
Roberts	7	11		8	6		32
	29	43		34	14		120
Carson	2	4			1		7
Central Fairmount	14	2					16
Cheviot	1	2					3
Covedale	5			2			7
Hays	4			2			6
Heberle	-	-	-	-	-	-	-
Heinold	8	3		1	1		13
Midway	-	-	-	-	-	-	-
Millvale	-	-	-	-	-	-	-

12. Discipline Reports
(Continued)

School	MB	MW	MO	FB	FW	FO	TOTAL
North Fairmount	10	1		1			13
Oyler		3			2		5
Quebec Heights	-	-	-	-	-	-	-
Roll Hill	3	2					5
Sands	1						1
Sayler Park	1	1					2
Washburn				1			1
Washington Park	10	1		5			16
Westwood		2					2
Whittier		4			1		5
	59	26	—	13	5	—	104
TOTAL SUSPENSIONS	147	97		74	40		496
EXPULSIONS							
Western Hills	1						1
	1						1
Dater	1						1
Porter		2					2
Roberts Paideia		1					1
TOTAL EXPULSIONS	2	3					5

12b. No report submitted from Area II

12c. REPORT FROM AREA III
The school administrators in Area III have been requested to provide the following information:

1. By March 1, a written report from the Local School Discipline Committee of the evaluation of the effectiveness of the discipline plan during the first semester should be submitted to Dr. McCarther.
2. Describe in detail the activities which have been developed and implemented to reduce the excessive number of black male suspensions and expulsions. Report due March 1, 1989.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF FEBRUARY 10, 1989
13.	**Unbiased Tests and Policies**	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14.	**Unbiased Placement of Students Within Buildings**	14a.	No change in status.
15.	Information Centers	15a.	The month of January is the priority application period; January 23-31, the sibling application week. The regular application period begins February 1. The Alternative Information Specialists' functions were instrumental in facilitating this process and disseminating alternative program information. During this reporting period, the specialists have: - Determined eligibility for priority applications for students new to the district (kindergarten, etc.) - Made presentations at 18 pre-schools in priority school neighborhoods. - Attended three district-wide alternative events to disseminate information. - Made student presentations at 35 local schools for priority applications and alternative program recruitment. - Made 287 telephone contacts and 19 personal contacts with parents seeking information about alternative programs.
16.	Evaluation of Settlement Activities	16a.	Designed evaluation plan and held team evaluation meetings for two of the new alternative programs undergoing the indepth evaluation this year.
		16b.	Developed an evaluation plan for the Low Achieving Schools Program.
		16c.	Continued evaluation activities on a number of Bronson Settlement programs.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | STATUS AS OF MARCH 10, 1989

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1. Communitywide Task Force

1a. The Communitywide Task Force met on March 6, 1989 with the three Co-Chairs and Executive Director of the Cincinnati Youth Collaborative to discuss shared concerns.

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2. Alternatives and Open Enrollment

2a. Number of applications received and processed 1/1/89 - 3/13/89: 8,255

Total Accepted	1,940	
Black Accepted	977	
Non-Black Accepted	963	
Percent Blacks Accepted		50.36
Percent Increasing Taeuber		24.38*
Percent Decreasing Taeuber		32.27
Percent Neutral Taeuber		43.35

*A number of the students accepted in Carson, Roberts, Quebec Heights in June, 1988, were accepted before new neighborhood district assignments to Heberle, Hays, Bloom and Porter were established. As a result, white students accepted for the 1989-90 school year as siblings to the three new alternatives will reflect a Taeuber Increase.

2b. Mass mailing of an open enrollment application to the parents of all public, private, and parochial students has been completed.

2c. Special mailings are being prepared for all 8th and 9th grade students in the district with concrete information about the four alternatives at Hughes Alternative Center. Mailings are also being prepared for Woodford and Silverton IGE to encourage neighborhood students to register. Covedale is doing a mailing to selected black students for their their elementary college preparatory program.

2d. To date, 840 priority and sibling students have been accepted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MARCH 10, 1989
2.	Alternatives and Open Enrollment (continued)	2e.	The following personnel have been appointed to the positions indicated at the Hughes Center: Principal - Rosa Blackwell Dean, Paideia High School - Sybil Daniels Dean, The High School for the Communication Professions - Jene Galvin Dean, The High School for the Computer Professions - Susan Raudabaugh Dean, The High School for the Health Professions - Willa Garner Two of the deans have been released from their present assignment at this time.
		2f.	Scripps Howard, Inc. is providing a gift of $81,797 to pay the architectural fees for developing bid specifications for the Hughes vocational annex - floors five and six.
		2g.	The Magnet Schools Grant Application is being submitted March 16, 1989. The application requests $3,996.638 for each of two years, October 1, 1989 to September 30, 1991. Notification of grant award, if funded, is scheduled to occur by June 30, 1989.
		2h.	The pairing plan for Whittier/Washburn and Oyler/Washington Park was approved by the Board of Education at its February 27 meeting.
3.	Other Means for Reducing Racial Isolation	3a.	No change

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF MARCH 10, 1989**

4. Low Achieving Schools

4a. In addition to the individual school activities reported below, the principals of the Low Achieving Schools have met with Education Center personnel to develop their program proposal for 1989-90. The program in each school will focus on three components - improvement in academic achievement, attendance, and discipline. Principals are to develop indicators of success as they address each component. These plans will be submitted to Dr. Green by March 24.

HAYS
- Monitoring of class/student instruction and progress in basic skills.
- Provided Test Wiseness Activities to teachers K-6 in preparation for CAT.
- Held parent planning meeting with Parents for Children.
- Monitored chronic tardies and absences of students.
- Examined expenditures of Bronson money.
- Hosted low achieving meeting which was a work/planning/strategizing session.

HEBERLE
- Elementary Counselor held two parent meetings to plan for the Parent/Student Fashion Show. She also organized the Heberle Student Council. Two meetings have been held. She held meetings with students that had similar behavior problems and taught values clarification lessons in several classrooms.
- Academic Achievement - Grade level meetings were held to review CAT data from previous year. Areas in which weaknesses were shown were discussed and strategies were developed and implemented and placed in lesson plans. Grade level team leaders meet weekly to discuss strategies for improvement on the CAT.
- Discipline - Two inservice activities were held reviewing ways to implement an effective assertive discipline plan.
- Academic and Attendance Incentives - Quarterly awards were given to the areas of perfect attendance, good attendance, academic achievement, citizenship and Soaring Falcons. Perfect Attendance Banner was given to Banner was given to the homeroom with the best quarterly attendance. Leslie Isiah Gaines spoke to the students of the month on February 7th.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT STATUS AS OF MARCH 10, 1989

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4. **Low Achieving Schools** (continued)

4a. HEBERLE (Continued)

- Instructional Leader - Lesson plans were monitored and weekly reports were given to the principal. Item analysis meetings were held on grade level to identify strengths and weaknesses from the previous year on the CAT. Various testing programs were coordinated by Instructional Leader. Supplemental reading materials were also purchased and utilized.
- Computer Intervention Strategies - Three Instructional Assistants ran Computer Labs in the following areas: Write to Read, WASATCH Lab with Hoffman Laser Lab included and Math Lab.SERIES AGENDA

HEINOLD

- School discipline committee has reviewed, updated, clarified the school discipline philosophy, practices and expectations.
- Provided quarterly attendance assemblies to reward students involving the Partner in Education.

HOFFMAN

- AARP Tutoring Program - 6 community volunteers tutor one hour each Monday with six 5th and 6th grade students in reading and math.
- After School Detention Program - Students are detained after school as a part of the Hoffman Discipline Program.
- S.I.P. Meetings - Committee chairpersons meet with the Principal each Tuesday to discuss school improvement areas.
- Interracial-Intercultural Activities - Sponsored by the Black History/ School Community Relations Committees.
- School-Wide Discipline Plan - Teacher coordinator assists with school-wide and classroom Discipline Plan by monitoring the Hoffman modified Assertive Discipline Plan.
- Monthly Incentive Program - Students are awarded monthly incentives as a part of the Hoffman Discipline Plan. Quarterly incentive program - students are awarded incentives for academics and attendance.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — STATUS AS OF MARCH 13, 1989

4a. Low Achieving Schools (continued)

ROTHENBERG
- Improve Academic Achievement of Students
  - CAT preparation - Scoring High; CIMS; individual teachers´ remediation; Ms. Morrisey Program Evaluation
  - Implementation of school-wide homework incentive
- Improve Student Attendance
  - Monthly attendance recognition
- Establish and Enforce Consistent Behavior Standards for Students
  - Implementation of the Discipline Bank.
- Improve Interracial/Intercultural Understanding
  - Multi-cultural staff luncheon.
  - School-wide cultural awareness in halls, bulletin boards, and discussion

WASHINGTON PARK
- Three after-school programs. PALS (Peer Assisted Learning After School), Homework Club and Computer Club.
- Instructor assistants (paid for by Bronson) work on student absences and tardiness. Also assist in the kindergarten program.
- After-school group counseling program.
- Provided two teacher compensated inservices regarding self-esteem for students and students at risk.
- Monthly recognition incentive for student "Citizen of the Month."

WINDSOR
- After-school tutorial program for 70 students in grades 1-6. The staff includes one coordinator, four certificated personnel, and six instructor assistants.
- In-school suspension.
- Students with "perfect attendance" and "very good attendance" are recognized.
- WASATCH Computer Program.
- Grade level meetings to review CAT and Essential Skills.

COMPONENT	STATUS AS OF MARCH 10, 1989

5. **Staff Development** (continued)

5a. The spring Professional Growth Institute offered the following human relations course:

Women and Diversity: What a Teacher Needs to Know

The Equity Principal, a state funded program, is being presented by Myron Kilgore, Georgetta King, Doris Stokes and Carol Yudofsky to all assistant principals in the district on the following dates:

March 24, 1989 (all day)
May 5, 1989 (all day)
May 10, 11, 1989 (half day sessions)

The primary objectives are:

Provide participants with an overview of equity concepts and effective schooling research.

Expand awareness of classroom or school inequity.

The following books have recently been purchased for the professional library:

Maggie's American Dream by James Comer

Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender
by Christine Sleeter and Carl Grant

The New Black Middle Class by Bart Landry

Dr. W. Monty Whitney, Director of the Cincinnati Human Relations Commission will facilitate a two-day staff training and development workshop on Training the Trainer. The participants will be educators from the Education Center and some teachers from local schools. The objectives are:

- To enable the trainers to develop a program which will provide the organization with an introduction to basic human relations skills-development.
- To improve how trainers will impact the organization

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MARCH 10, 1989
5. Staff Development (continued)		The Cincinnati Council of Educators in collaboration with Staff Development and the Multicultural Education Planning Group are sponsoring Dr. Janice Hale-Benson on April 13, 1989. Dr. Hale-Benson is Associate Professor and Coordinator (Early Childhood Education Programs). She will address administrators and teachers on the following topic: "Cultural Influences on the Learning Styles of Black Children."
6. Staff Racial Balance	6a.	Racial balance figures for the 1989-90 school year have been developed. The "mean" figure for elementary schools is 31%; the "mean" figure for secondary schools is 26%. To be in compliance, schools can deviate 5% above or below this number.
7. Housing Plans of City	7a.	We have received no additional notices of proposed housing developments.
8. Community Education	8a.	No report submitted.
9. Publicity and Marketing	9a.	Hughes Center--Final decision on name of school, Hughes Center, which includes the High School for Communication Professions, The High School for Health Professions, The High School for Computer Professions, The Paideia High School.
	9b.	Poster, mini poster, four brochures on each program with the slogan, "The advantages of being first class" are being produced. These materials will primarily be used to recruit students.
	9c.	Generating mailing labels for businesses, churches, realtors and communities to direct mail literature on new programs.
	9d.	Produced and distributed 10, 20, 30 second PSAs to five major television stations. Some of the stations have already begun to air them.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MARCH 10,,1989
9. **Publicity and Marketing** (continued))	9e. Visited Ohio University and toured the E.W. Scripps of Journalism to better understand the program to recruit students into The High School for Communication Professions.
	9f. Met with deans of new programs, along with the alternative information specialists to discuss recruitment strategies for new Hughes Center programs.
	9g. Produced flyer for teacher session at Crest Hills explaining new programs and the Paideia core curriculum.
	9h. Roberts Paideia--First issue of the newsletter was printed and distributed to preschoolers, kindergartners, and day care centers as well as Roberts Paideia students and neighboring communities.
	9i. Roll Hill--Distributed invitations for March Open House.
	9j. Carson--Met with principal to discuss a publicity plan for recruiting students to the Montessori program. Interviewed students, staff, and parents, took photographs, for a publication that will be directly mailed to parents.
	9k. Woodford--Met with principal and planned a flyer/application to enhance recruitment efforts of kindergarten students to the IGE program.
	9l. Hyde Park--Met with principal, teachers, and LSAC to assist them in producing a brochure to encourage neighborhood residents to send their children to Hyde Park School.
	9m. Bilingual booklet--Working on a parent handbook for kindergarten and first grade parents of bilingual students. Will also be used for recruitment.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MARCH 10, 1989
9. **Publicity and Marketing (continued)**	9n. Pairings-- The second issue of the pairings newsletter for Washington Park/Oyler and Washburn/Whittier went to the printer the week of March 13. Articles include: Joint school choirs, Joint Whittier/Washburn Chapter I meeting, Kathy Wade to Oyler with Washington Park students. The decision as to how schools are to be paired is also included. 9o. Wrote and sent press release of a cross-cultural exchange program for Chase, Covedale, and College Hill schools and U.C. professor Claire Morris. 9p. Placed ad in a new University of Cincinnati publication for writers and editors which will also be distributed to high school English Journalism classes.
10. **Pupil Transportation**	10a. No change in status
11. **Transportation for Extracurricular Activities**	11a. Dialog continued with Metro on afternoon transportation for extra-curricular students who ride a yellow bus to school.
12. **Discipline Reports**	12a. REPORT FROM AREA I Data on the number of students suspended and expelled from the Cincinnati Public Schools in Area I is being collected and tabulated. A final suspension and expulsion report will be available for distribution on April 14, 1989.

12. Discipline Reports (continued)

12b. REPORT FROM AREA II

SUSPENSIONS

SCHOOL	88-89 SUSP 1ST QTR	88-89 SUSP 2ND QTR	88-89 SUSP MID YEAR TOTAL*	87-88 SUSP MID YEAR TOTAL	INCREASE OR DECREASE 87-88 TO 88-89	SEX AND RACE 88-89 MID YEAR TOTAL				
						OTHER	BLACK MALE	WHITE MALE	BLACK FEMALE	WHITE FEMALE
SR. HIGH										
AIKEN	56	111	167	231	-64		73	36	45	13
C.A.P.E.	57	191	248	203	+45	1	112	59	54	22
CLARK A.	1	0	1	N/A	N/A		1	0	0	0
GUILFORD	1	1	2	1	+1		2	0	0	0
WOODWARD	53	128	181	181	0		102	39	31	9
JR/MIDDLE										
CREST HILLS	3	26	29	54	-25		23	2	4	0
SCHWAB	87	120	207	143	+64		83	55	46	23
ELEMENTARY										
BOND HILL	1	1	2	13	-11		2	0	0	0
BURTON	4	5	9	18	-9		8	0	0	1
CAPE PRIMARY	12	9	21	11	+10		13	6	1	1
CARTHAGE	0	3	3	5	-2		3	0	0	0
CHASE	31	50	81	44	+37		38	24	17	2
CLIFTON	5	14	19	17	+2		11	3	5	0
COLLEGE HILL	0	0	0	0	0		0	0	0	0
HARTWELL	1	4	5	5	0		4	0	0	1

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12. Discipline Reports
(continued)

KIRBY ROAD	0	0	0	14	-14		0	0	0	0
LOSANTIVILLE	1	5	6	3	+3		4	2	0	0
MT. AIRY	0	0	0	7	-7		0	0	0	0
N. AVONDALE	5	0	5	3	+2		2	2	0	1
PLEASANT HILL	14	18	32	13	+19		28	3	0	1
PL. RIDGE	15	25	40	35	+5	1	32	2	1	4
ROSELAWN/ CONDON	6	6	12	42	-30		5	0	0	7
SWIFTON	0	0	0	1	-1		0	0	0	0
WINTON PL.	17	24	41	5	+36		38	2	0	1
			1,111	1,049	+62	2	584 (53%)	235 (21%)	204 (18%)	86 (8%)

EXPULSIONS

SCHOOL	88-89 EXPULSIONS MID YEAR TOTAL	87-88 EXPULSIONS MID YEAR TOTAL*	INCREASE OR DECREASE 87-88 TO 88-89	SEX AND RACE 88-89 MID YEAR TOTAL			
SR. HIGH				BLACK MALE	WHITE MALE	BLACK FEMALE	WHITE FEMALE
AIKEN	19	14	+5	9	6	1	3
C.A.P.E.	8	3	+5	5	1	1	1
CLARK A.	1	N/A	N/A	1	0	0	0
GUILFORD	1	0	+1	0	1	0	0
WOODWARD	9	22	-13	9	0	0	0
JR/MIDDLE							
CREST HILLS	4	9	-5	3	0	0	1
SCHWAB	4	6	-2	0	0	3	1

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

12. Discipline Reports (continued)

ELEMENTARY

CAPE PRIMARY	0	1	-1	0	0	0	0
CHASE	6	1	+5	2	4	0	0
PL. RIDGE	1	0	+1	1	0	0	0
	53	56	-3	30 (57%)	12 (23%)	5 (9%)	6 (11%)

REPORT FROM AREA III

COMPARISON DATA OF BLACK MALE SUSPENSIONS

SECOND QUARTER 1988 TO 1989

	87-88	88-89	Difference
ANDERSON PLACE	5	7	+2
BRAMBLE	3	3	0
CBA/AWL	11	1	-10
DOUGLASS	12	0	-12
EASTERN HILLS	13	10	-3
FAIRVIEW	0	4	+4
HOFFMAN	1	0	-1
HUGHES	128	107	-21
HYDE PARK	0	0	0
KILGOUR	6	2	-4
LINWOOD	12	2	-10
MCKINLEY	1	0	-1
MERRY MIDDLE	40	70	+30
MT. WASHINGTON	1	2	+1
PARHAM	3	0	-3
PEOPLES MIDDLE	36	46	+10
ROCKDALE	35	11	-24
ROOSEVELT	3	3	0

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF MARCH 10, 1989**

12. **Discipline Reports** (continued)

SCHIEL	0	0	+2
SHRODER	19	14	-5
SILVERTON	2	3	+1
SOUTH AVONDALE	0	0	0
TAFT ELEMENTARY	5	0	-5
VINE	15	1	-14
WALNUT HILLS	12	4	-8
WINDSOR	0	1	+1
WITHROW	202	123	-79
WOODFORD	1	0	-2
	567	414	-153

13. **Unbiased Tests and Policies**

13a. No activity is currently underway utilizing the unbiased test selection procedure.

14. **Unbiased Placement of Students Within Buildings**

14a. No report submitted.

15. **Information Centers**

15a. The Information Specialists were actively involved in meeting with parents and distribution of the regular alternative application starting with the February 1 beginning date.

15b. During this reporting period, the specialists have:

Made presentations at Silverton, Peoples, Schwab, Central Fairmount, Dater, Covedale, Westwood, Losantiville, and Mt. Airy.

Made 114 personal telephone contacts with parents seeking information about alternative or open enrollment programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MARCH 10, 1989
15. Information Centers (continued)		Met with two of the new deans for Hughes Alternative Center to plan a recruitment campaign for the new alternative programs at Hughes. There was a distribution of 827 alternative applications made during this reporting period to interested parents. Distributed over 4,000 informational flyers about alternative programs.
16. Evaluation of Settlement Activities	16a.	Held team evaluation meeting at Roberts Paideia.
	16b.	Made visits to the seven schools in the Low Achieving Schools program and interviewed principals concerning the program.
	16c.	Prepared an evaluation design for use in developing the evaluation report on alternative programs.
	16d.	Planned and made arrangements to conduct a survey of Open Enrollment students.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 7, 1989
1. Communitywide Task Force	1a. The Communitywide Task Force met April 3, 1989 to discuss reducing racial isolation with the three Area Assistant Superintendents.
2. Alternatives and Open Enrollment	2a. Accepted Alternative Application Report January 1 through April 12, 1989

Total Applications Received	11,087
Total Accepted Applications	3,444
Total Percent Black Accepted	51.28%
Percent Increasing Taeuber	21.66%
Percent Decreasing Taeuber	29.50%
Percent Neutral Taeuber	48.84%

2b. Applications Received and Tentative Acceptance of students in the new Hughes Center. Acceptance is being done by the principal, Mrs. Blackwell.

1. Computers Unlimited: Total Accepted 197 (60% Black)

Applications received	349
Black accepted	118
Non-Black accepted	79

2. Health Professions: Total Accepted 52 (65% Black)

Applications received	60
Black accepted	34
Non-Black accepted	18

3. Communications Professions: Total Accepted 67 (75% Black)

Applications received	77
Black accepted	50
Non-Black accepted	17

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF APRIL 7, 1989

2. Alternatives and Open Enrollment (continued)

4. Paideia Critical Thinking: Total Accepted 150 (60% Black)*

Applications received	79
Black accepted	78
Non-Black accepted	72

* Students from the exiting grades at Shroder and Roberts are automatically enrolled in Paideia, Hughes Center. Total number accepted is reflective of the Paideia enrollment.

2c. Total Open Enrollment Applications Approved through March 31, 1989

Secondary	43	Black
	4	White
	47	Total
Elementary	4	Black Total

Total Applications Rejected:	Secondary	19
	Elementary	15
		34

Total Open Enrollment Applications Approved through March 31, 1988

Secondary	50	Black
	4	White
	54	Total
Elementary	22	Black
	5	White
	27	Total

Total Applications Rejected:	Secondary	17
	Elementary	26
	Total	43

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF APRIL 7, 1989
2. Alternatives and Open Enrollment (continued)	2d.	All deans for the Hughes Center have been released from their previous assignment and are working full-time for the development of the Hughes Center.
	2e.	The school system is negotiating with the State Division of Vocational Education for partial funding of the Hughes Center beginning with the 1990-91 school year (when 11th grade is open).
	2f.	Bid specifications for the Hughes Center renovation are to be completed by the architects by May 1, 1989.
	2g.	The Director of the Alternative/Settlement Office has been assigned increased authority for settlement activities by the Superintendent.
	2h.	Reports are being prepared in the following areas in preparation for a July 7 meeting with the settlement lawyers: low achieving schools, discipline, Hughes, five-year district-wide goals, additional grants Beethoven, Cities and Schools), extra curricular transportation, substitutes, pairings, and recruitment outside of the school district for the Hughes Center.
	2i.	The Magnet Schools Assistance Act Grant application submitted on March 17 has passed Justice Department review. Notice of grant awards is scheduled for June 10, 1989, after the program review panel has recommended applications for awards to the Secretary of Education.
	2j.	Meetings to establish collaboration of the Cincinnati community with the new schools at the Hughes Center have included the following: (1) luncheon with CEO's of the communications community - March 30; (2) presentation to health community CEO's by Dr. Ronald Bloom, King Drew Medical Center, Los Angeles - April 10; and (3) presentation for the High School for the Health Professions at the UC College of Medicine - April 26.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF APRIL 7, 1989
3.	**Other Means for Reducing Racial Isolation**	3a.	No change in status.
4.	**Low Achieving Schools**	4a.	In addition to the individual school activities listed below the principals have continued to meet with Education Center personnel to develop their LAS program proposal for 1989-90. the proposal has now been expanded to examine current status of activities and to develop a five-year plan to address identified needs. HAYS - Recognition assemblies held for students to recognize attendance, grades and citizenship. - Use of test wiseness activities in preparation for CAT administration. - Parent meeting for take home computers program. HEBERLE - Parents' Night held with 300 parents in attendance. This was an effort to increase parent involvement at Heberle. - Tutoring program with Federated Department Store continued. - Preparation for CAT using Scoring High and Barnell Loft was continued by classroom teachers. HEINOLD - Awards assembly for students was conducted with partner-in-education (April 27). - Individual teachers used test wiseness materials to prepare students for administration of CAT. - Monthly MIET (Maintaining and Improving Effective Teaching) inservice session was held for staff. - Held panel discussion for junior high students regarding eating well. - Conducted Choice/Life Style Youth Outreach Program presented by four teenagers who challenged young people to make right choices.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — STATUS AS OF APRIL 7, 1989

4. **Low Achieving Schools** (continued)

HOFFMAN

- Continued tutorial program with involvement of AARP and I.A.´s
- School Improvement Program reports by staff continue.
- Scheduled May 8 - Doris Stokes will speak to staff regarding racial understanding and human relations.
- Honors Day to recognize outstanding students in attendance and achievement.
- Wayne Martin Puppets for students who did not receive pink slips for misbehavior.
- Dr. Clyde Henderson, Academy of Medicine, who serves as liaison to Hoffman, spoke to students regarding health wellness.
- Students receiving academic awards also attended Dance Theatre of Harlem performance.

ROTHENBERG

- March 13, Updates on Clean Cincinnati Campaign; emphasis on mathematics (March 13 to May 15); Substance Abuse
- March 17, Eastern Hills Pen Pal Exchange; Interracial/Intercultural Understanding
- April 5, PTO May Day Planning
- April 6, Awards Assembly
- April 6 and 13, Primary D.A.R.E. Program for Kindergarten and 1st graders
- April 14, African Day - Black Artist in Residence and Sayler Park School Exchange Day for Interracial/Intercultural Understanding.

WASHINGTON PARK

- Continued the after school programs - PALS (Peer Assisted Learning After School), Homework Club and Computer Club. The supervisors of program are funded through Bronson.
- After school group counseling continues. This program is supervised by two teachers funded through Bronson.
- Dr. Zulfi Ahmad addressed staff on needs of high risk students (April 17).
- Students of the Month Program continues. Pictures of students appear in the Vine Street Kroger Store.
- Continued communication with parents via Parentgrams.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF APRIL 7, 1989
4.	**Low Achieving Schools** (continued)		WINDSOR - Continued after school tutorial program on Tuesday - Thursday, 2:30 - 3:30 p.m. - Discipline Committee reviewing discipline plan, especially the in-school suspension program. - Quarterly awards program for perfect attendance. - Reviewing lesson plans looking especially CAT skills and Mathematics Essential Skills.
5.	**Staff Development**	5a.	An anti-racism curriculum will be written by English teachers who participated in the trip to Holland, Germany and Austria during the summer of 1988. The curriculum will reflect the work teachers have outlined which endorses the need for multicultural education as an important ingredient within the English curriculum.
		5b.	A consultant from Crane and Reynolds Inc. will provide social skills curriculum orientation and training information for teachers and administrators in the district on June 14, 15, 16, 1989. The K-12 curriculum will address the following skill areas: communication, responsibility, assertiveness, problem-solving, pre-employability/employability (grades 7-12 only).
6.	**Staff Racial Balance**	6a.	No change in status.
7.	**Housing Plans of City**	7a.	Received notification of three proposed housing unit acquisitions by CMHA. Two of the units are located in the Westwood attendance area and would probably help to improve racial balance. The third unit is located in the North Fairmount attendance area and would probably not help to improve racial balance.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF APRIL 7, 1989
8. Community Education	8a.	No report submitted.
9. Publicity and Marketing	9a.	Hughes Alternative Center - Poster--Delivered and mailed to the following: 4,278 students, PTAs, LSACs, churches, community councils, neighborhood groups. Letter from Dr. Powell to Cincinnati Business Committee's Chief Executive Officers requesting them to help get information about new programs to employees. As of this date, Fifth/Third Bank, Central Trust, and Star Bank have requested posters, flyers and brochures. - Mini-poster--Similar to poster with each of the 4 program descriptions on reverse side. Distributed to community centers, realtors, businesses, hospitals, universities. - Brochures--Completed writing, editing, photography for 4 individual brochures that correlate with the poster design. A series of targeted mailings will begin when printed brochures are delivered. - Flyers/Slide Shows--Produced a set of flyers for each program to use until brochures are delivered as well as slide shows for student and parent presentations. Reprinted applications. - Announcements--For Dater/April 18; Gamble/April 19; Western Hills/April 26 parent meetings on new programs. - Prepared materials for March 21 teacher awareness session for Hughes Center. - March 30 Media Luncheon--Made arrangements with school, produced programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF APRIL 7, 1989**

9. **Publicity and Marketing** (continued)

- News Releases--Dr. Ronald Bloom's presentation to educators and members of the Greater Cincinnati Hospital Council. Wrote news release and sent poster to media. Channel 12 aired a story on the Hughes Center campaign and the opening of new programs.

- Media buying--Catholic Telegraph, Western Hills Press, Price Hill/Delhi Press, Eastern Hills Journal, Q102, WBLZ. Looking into costs for advertising in The Kentucky Post, Cincinnati Enquirer and Post. PSA is airing on Channels 5, 12, 9, and 64.

9b. Pairing Newsletter--Second issue of Bridges distributed to parents and community. Currently working on third issue to distribute in May. Articles include: Oyler/Washington Park joint visit to Afro-American Museum, parent features, Whittier/Washburn pen pal program.

9c. Roberts Paideia-Writing, interviewing, photographing for second Roberts newsletter. Articles include: seminar, computer center, extra curricular activities.

9d. Shroder Paideia--Conducted interviews, wrote features, took photos for third quarter newsletter to appear in mid-May.

9e. World Language News--Received entries from bilingual schools to produce final issue for the year. The lead story will focus on Withrow's International Studies Academy.

9f. Woodford Primary--Produced flyer and mailed to targeted families to encourage applications for kindergarten.

9g. Preparing materials for May National Magnet School convention in Indianapolis.

9h. Spoke to a group of parents at the Santa Maria Community Center on April 11 about alternative programs and pairings.

10. Pupil Transportation

10a. Please be advised that the Pupil Transportation Branch and Queen City Metro have developed a plan to provide transportation for alternative school and open enrollment students using yellow buses. The plan allows staff sponsoring extra curricular activities to provide these students with a Metro token and a special pass that eliminates the need for a 15 cent peak time fare drop. This arrangement allows for a clear audit trail, accurate accounting of student use, and minimal additional responsibility for staff, students, and Metro. Principals will be briefed at the earliest possible area meetings and token and passes distributed as soon as the manufacturer can print the latter. Metro route information specific to each school location will also be provided to the respective schools. In the event that Metro service proves inadequate at any particular school, the Pupil Transportation Branch will develop other options as necessary.

11. Extracurricular Activities

11a. See #10 above.

12. Discipline Reports

12a. REPORT FROM AREA I

SUSPENSIONS

School	MB	MW	FB	FW	0	TOTAL
Taft High	8	1	7	1	-	17
Western Hills	11	21	4	5	-	41
SCPA	4	--	1	-	-	5
TOTAL	23	22	12	6	0	63
Bloom	9	-	9	-	-	18
Dater	6	11	5	4	-	26
Porter	7	7	13	3	-	30
Roberts Paideia	17	10	1	3	-	31
Gamble	8	4	6	1	-	19
TOTAL	47	32	34	11	0	124

12. Discipline Reports
(continued)

Area I Suspensions (continued)

School	MB	MW	FB	FW	O	TOTAL
Carson	1	1	-	-	-	2
Central Fairmount	1	-	-	-	-	1
Covedale	2	1	5	-	-	8
Hays	2	-	-	-	-	2
Heinold	4	-	4	2	-	10
Midway	6	4	1	-	-	11
Westwood	-	4	-	-	-	4
Whittier	-	-	-	1	-	1
Millvale	6	-	1	-	-	7
North Fairmount	14	5	1	-	-	20
Rothenberg	3	-	1	-	-	4
Sayler Park	-	1	-	-	-	1
Washington Park	8	-	4	-	-	12
TOTAL	47	16	17	3	0	83

Total Suspensions for Elementary, Junior/Middle, and Senior High Schools is 270 (MB-117, MW-70, FB-63, FW-20)

EXPULSIONS

School	MB	MW	FB	FW	O	TOTAL
Taft High	-	-	3	2	-	5
Western Hills	-	-	1	-	-	1
TOTAL	0	0	4	2	0	6
Bloom	1	-	-	-	-	1
Gamble	2	-	-	-	-	2
Porter	-	1	-	-	-	1
TOTAL	3	1	0	0	0	4
Heberle	-	-	1	-	-	1
Oyler	-	1	-	-	-	1
TOTAL	0	1	1	0	0	2

Total Expulsions for Elementary, Junior/Middle, and Senior High Schools is 12 (MB-3, MW-2, FB-5, FW-2)

COMPONENT	STATUS AS OF APRIL 7, 1989
12. **Discipline Reports** (continued)	12b. REPORT FROM AREA II Report for Suspensions and Expulsions for 3rd Quarter is not completed as of this date. 12c. REPORT FROM AREA III Data on number of students suspended and expelled during the 3rd quarter is incomplete as of this date. An Expulsion/Suspension Report will be ready for distribution on March 24, 1989.
13. **Unbiased Tests and Policies**	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. **Unbiased Placement of Students Within Buildings**	14a. REPORT FROM AREA I Pairing Activities Completed by Whittier and Washburn 1. Choir - combining students from Whittier and Washburn - four performances to date - May Festival planned. 2. One teacher from each school attended weekend seminar at Mt. St. Joseph - "Using Cultural Diversity to Teach Reading" - Inserviced her respective staff. 3. Pen Pal Program in operation since fall of 1985. Future Pairing Activities by Whittier and Washburn April 27 - Pen Pal Program - Whittier Pen Pals to visit Washburn April 28 - Letters sent to all parents from each school May 3 - Combined Reading Inservice for teachers in Grades , 4, 5, 6 May 11 - Washburn Pen Pals to visit Whittier May 11 - Open House - Meet the Teacher Washburn 7:30 p.m. - 8:30 p.m. Whittier 6:30 p.m. - 8:00 p.m.

14. **Unbiased Placement of Students Within Buildings** (continued)

May 26 - May Festival - choir to perform at Washburn
May 31 - Track and Field Day - Grades 4 and 5 Physical Education Departments
July - Reminder letters sent from Communications Branch
August - Open Houses

Continual communication between Administrators, Faculty, and LSAC will ensure a smooth transition - Washburn and Whittier Will Work (W.W.W.W.).

Pairing Activities Completed by Washington Park and Oyler

1. Combined choirs at Washington Park on November 16, 1989.
2. Bob Cload of Oyler went to Washington Park to conduct Art classes on February 6, 13, 27, 1989.
3. PSAC (Paired School Advisory Council) meeting was held at Washington Park on February 14, 1989.
4. Kathy Wade was a speaker/singer at Oyler. Combined choirs entertained on March 1, 1989.
5. Combined student councils to Oyler on March 10, 1989.
6. Fourth grade students from Washington Park and Oyler visited the Wilberforce Museum on March 23, 1989.
7. Oyler choir to Washington park on April 18, 1989.

Future Pairing Activities by Washington Park and Oyler

April 19 - Harlem Dance Company with Washington Park
April 22 - Fed Up With Failure Rally
April 28 - Combined fashion show - Oyler and Washington Park
May 1 - (Week of) Art Show and Science Fair
May 26 - Field Day - Washington Park and Oyler

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF APRIL 7, 1989
15. Information Centers	15a.	During this reporting period, the specialists have: Met twice with Principal and Deans of Hughes Center, Alternative/Settlement Office Associate Directors and Communications Branch staff regarding recruitment strategy for Hughes Center. Met with Alternative/Settlement Associate Directors for information about rejected applications, and assisted four schools to carry out revised recruitment plan. Attended nine meetings with school personnel regarding alternative program recruitment and applications. Attended two school programs and had 76 telephone contacts and two personal contacts with school staff and non-staff regarding alternative program information.
16. Evaluation of Settlement Activities	16a.	Continued implementation of the evaluation plans for alternative programs, the open enrollment program, and the Low Achieving Schools program.
	16b.	Provided computerized listings with names and addresses of students who would improve overall racial balance in schools by attending an alternative program next year at Hughes.
	16c.	Conducted a special analysis of racial isolation within schools.
	16d.	Participated in the April 7 meeting with attorneys to provide data and answer questions on key Bronson Settlement components.
	16e.	Continued work on the evaluation of the new alternative programs in the Price Hill area.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 12, 1989
1. Communitywide Task Force	1a.	The Communitywide Task Force met on May 1, 1989. We agreed to explore problems of hiring and assigning of minority teachers at our next meeting.
2. Alternatives and Open Enrollment	2a.	Accepted Alternative Application Report January 1 through May 10,. 1989

Total Applications Received	11,819
Total Accepted Applications	4,452
Total Percent Black Accepted	54.01%
Percent Increasing Taeuber	20.67%
Percent Decreasing Taeuber	31.86%
Percent Neutral Taeuber	47.47%

2b. Total Number on Waiting Status

Black	1,011
Non-Black	408

Total Number Rejected

Black	2,490
Non-Black	1,159

2c. Applications Received and Tentative Acceptance of students in the new Hughes Center to date. Acceptance is being done by the principal, Mrs. Blackwell.

1. Computers Unlimited: Total Accepted 296 (63% Black)

Applications Received	405
Black accepted	187
Non-Black accepted	109

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF MAY 12, 1989**

2. Alternatives and Open Enrollment (continued)

2. Health Professions: Total Accepted 62 (61.1% Black)

Applications Received	86
Black accepted	38
Non-Black accepted	24

3. Communications Professions: Total Accepted 98 (64.2% Black)

Applications Received	138
Black accepted	63
Non-Black accepted	35

4. Paideia Critical Thinking: Total Accepted 123 (54% Black)*

Applications Received	79
Black accepted	66
Non-Black accepted	57

* Students from the exiting grades at Shroder and Roberts are automatically enrolled in Paideia, Hughes Center. Total number accepted is reflective of the Paideia enrollment.

Total Open Enrollment Applications Approved through April 28, 1989

Secondary	19	Black
	5	White
	24	Total
Elementary	5	Black
	2	White
	7	Total

Total Applications Rejected:

Secondary	17
Elementary	12
Total	29

2. Alternatives and Open Enrollment (continued)

Total Open Enrollment Applications Approved through April 29, 1988

Secondary	68	Black
	4	White
	72	Total
Elementary	43	Black
	2	White
	45	Total

Total Applications Rejected:	Secondary	32
	Elementary	38
	Total	70

2d. Staff interviews for the Hughes Center are nearly complete. A strong staff is being selected from the applicant list.

2e. The program information specialists have been assigned to recruit additional pupils for the Hughes Center.

2f. Recruitment efforts for the Hughes Center have been targeted to the Western Hills area: presentations to students (during the school day) and parents (evenings) have been made for Gamble, Roberts, Dater, and Western Hills (two different dates). The program deans will be at Walnut Hills High School all of one day during the week of May 22.

2g. John Clark and representatives of the Greater Cincinnati Hospital Council made a presentation to the University of Cincinnati College of Medicine about the High School for the Health Professions on April 26. Deans/assistant deans of all of the Schools of Medicine were receptive to the school's concept and indicated they wish to be further involved in the development and implementation of the school.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 12, 1989
2. **Alternatives and Open Enrollment** (continued)	2h.	(1) The Superintendent tentatively recommended to the Board Eastwood School as the site for the Paideia K-6 to be installed in September of 1990. (2) The Superintendent has charged the Montessori Middle School Development Committee with recommending to her by May 31 the organizational structure and suggested site for the new middle school.
	2i.	The Hughes Center program deans are currently developing specialized courses for their respective schools. These course outlines are due for review by the Director of Secondary Education during the first week of June, 1989.
	2j.	The Greater Cincinnati Hospital Council, in collaboration with the Cincinnati Public Schools, has been invited by the Robert Wood Johnson Foundation to apply for a grant to support aspects of the High School for the Health Professions.
3. **Other Means for Reducing Racial Isolation**	3a.	No change in status.
4. **Low Achieving Schools**	4a.	In addition to the individual school activities reported below, the principals received and endorsed a copy of the district-wide LAS proposal to be submitted to Dr. Green for approval. HAYS - Unified K-12 Reading/Communication Arts Program training for teachers of grades 4-6 and Special Education. - Participation in attendance incentives for students - Shrine Circus, Frisch's certificates, room parties. - Continuation of the Pink Slip Program for discipline. Students who received zero pink slips attended Shrine Circus and Dance Theatre of Harlem.

4. **Low Achieving Schools (continued)**

HEBERLE
- Elementary counselor held parent inservice regarding how to teach your child about sex.
- Continued to provide academic and attendance incentives.

HEINOLD
- Seventh and eighth graders attended Young Authors´ Conference at the University of Cincinnati.
- Culminating activity for inservice Maintaining and Improving Effective Instruction (MIET).
- Students in grades 1-6 attended Young Authors´ Conference at Convention Center.

HOFFMAN
- Continued academic and attendance incentive programs with Western and Southern, the Partner-in-Education.
- Continued AARP tutoring program. Six volunteers tutor one hour each Monday with six 5th and 6th grade students in reading and math.
- Maintained after-school detention program. Students are detained after school as part of the Hoffman Discipline Program.
- School Improvement Program meetings held with principals to discuss/identify areas for improvement.
- Conducted exchange visits with McKinley School.

WASHINGTON PARK
- Pictures of students selected as "Citizen of the Month" displayed in Kroger´s window case on Vine Street.
- Twenty-five students from after school Girls´ Club attended evening performance by Dance Theatre of Harlem.
- Continued after school guidance program.
- Maintained PALS (Peer Assisted Learning after School) as an after-school tutoring program to assist students with homework and other learning needs.

COMPONENT		STATUS AS OF MAY 12, 1989
4. Low Achieving Schools (continued)		- Fourth graders from Oyler and Washington Park made joint field trip to National Afro-American Museum and Cultural Center in Wilberforce, Ohio. The purpose of this activity was to foster and promote positive attitudes and behavior of children who will be paired academically for the 1989-90 school year. Reports from Windsor and Rothenberg were not received in time to include with this report.
5. Staff Development	5a.	Staff Development is collaborating with Urban Initiatives in funding teacher stipends for attending the 1989 Summer Institute on June 12, 13, 14, and 15 from 8:00 a.m. to 2:00 p.m. each day. The Institutes will provide methods and background for teaching culturally-oriented literature to students. The following individuals will present at the Institute: Dr. Wilma Dykeman-Stokely, author Dr. William Turner, sociologist Rosa Guy, author Walter Dean Myers Two, one day and-a-half Equity Principal Workshops were held on March 24 and May 5, May 10, and May 11, 1989. Assistant principals and other administrators were invited to the Workshops. Sixty-five individuals attended. The Workshop presenters will recommend that this program be held for other employee groups in 1989-1990.
6. Staff Racial Balance	6a.	Personnel administrators are currently transferring teachers, utilizing guidelines from the Collective Bargaining Agreement. It is the goal of the Branch to have all schools in compliance by the beginning of school year, 1989-90.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MAY 12,,1989
7.	Housing Plans of City	7a.	Received notice of five proposed CMHA acquisitions. Three of these would probably help to improve racial balance. The other two probably would not help and might tend to worsen racial balance.
8.	Community Education	8a.	During this reporting period, the Communications Liaison has: Met with Information Specialists four times to discuss methods and progress of recruitment for Alternative Programs, specifically Hughes Center. Convened and presided at a joint meeting of the Information and LSAC Specialists for the purpose of sharing information and planning methods of assisting one another. Met at least one time with each of the four principals of the double neighborhood schools for the purpose of assessing progress in parent communication and education and to offer assistance. Attended the following activities of the double neighborhood schools: - Whittier LSAC meeting - Oyler/Washington park Fashion Show - Whittier Open House - Washburn/Whittier combined intermediate in-service - Washburn Open House - Whittier Open House Attended three community/agency meetings regarding the progress and future plans for the double neighborhood schools. Met two times with representative of CPS Communications Branch for the purpose of discussing needs for effective communication to double neighborhood parents. Attended Bronson Committee meeting. Attended meeting regarding low achieving schools and local school discipline plans.

9. Publicity and Marketing

9a. Hughes Center
Mailed approximately 15,000 brochures (total) for Health, Communications, Paideia, and Computers to targeted families.

Communications--Completed mailing from dean to parents at Gamble and Dater which included an application and flyer.

Health--Working with the Academy of Medicine direct mailing brochures to the Academy's membership to inform physicians of the High School for the Health Professions as a prelude to the fund raising efforts for the school.

Ads--Cincinnati Post and Enquirer (includes Kentucky distribution) and Community section (Neighbors and Extra); American Israelite for two weeks.

Business--Response from Dr. Powell's letter to Cincinnati Business Committee has been favorable. Cincinnati Gas & Electric, Cincinnati Bell, and Kroger Co. have recently requested materials. Kroger Co. will use 55 displays in area stores to help the campaign.

Sent posters and other information to 447 Realtors in Cincinnati area.

Channel 12 aired a segment on Hughes Center with Bev White on April 14, 1989.

Produced and mailed postcards for May 23 Walnut Hills parent meeting to Walnut Hills 8th and 9th graders.

Designed logo, stationery, and business cards for Hughes Center.

9b. Shroder Paideia--Distributed/mailed third quarter newsletter to targeted families including Shroder parents and students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 12, 1989
9. Publicity and Marketing (continued)	9c.	Roberts Paideia--Second issue of newsletter to printer. Articles included a message from the principal, features on seminars, and the computer lab.
	9d.	Pairings--Third issue of Bridges to the printer for distribution before the end of the school year. Articles include: Why are schools to be paired?; Pen pal feature and photo story for Washburn and Whittier; Joint Washington Park/Oyler fashion show; and Oyler/Washington Park Afro-American Museum trip.
	9e.	Hyde Park--Completed first draft and took photographs for the school's brochure.
	9f.	Roll Hill Reading/Language Arts--Researching, writing, editing, working with school committee on a new brochure for the school. Took photographs representing all components of the program.
	9g.	Bilingual Programs--Distributed third World Language News to parents of students in all the bilingual programs. Video taped student at the Young Authors Convention reading their books in foreign languages including Arabic, Chinese, Japanese, Russian, and Spanish.
	9h.	Academy of World Languages/Cincinnati Bilingual Academy--Produced flyer, wrote and sent press release for the school's International Festival held May 6.
10. Pupil Transportation	10a.	No change in status.
11. Extracurricular Activities	11a.	As reported April 7, 1989, Pupil Transportation has a plan developed. No further activity is planned at this time.

12. Discipline Reports

12a. REPORT FROM AREA I

EXPULSIONS

School	Sex/Race					Grade							
	MB	MW	FB	FW	0	7	8	9	10	11	12	Total
Taft High	–	–	3	–	–	–	–	1	1	1		3
Western Hills	2	1	–	–	–	–	–		1	2		3
Total	2	1	3	–	–	–	–	1	2	3	–	6
Bloom	1	–	1	–	–	1	1	–	–	–	–	2
Dater	–	3	–	–	–	2	–	1	–	–	–	3
Porter	–	2	–	–	–	2	–	–	–	–	–	2
Roberts	–	–	1	–	–	–	1	–	–	–	–	1
Total	1	5	2	–	–	5	2	1	–	–	–	8
Oyler	–	1	–	–	–	Grade 4 (1)						1

Total Expulsions for Elementary, Junior/Middle and Senior High Schools in Area I for April 10 thru May 12, 1989: 15 (MB-3, MW-7, FB-5) Grades 4 (1), 7 (5), 8 (2), 9 (2), 10 (2), 11 (3) = 1

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

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12. Discipline Reports (continued)

12b. REPORT FROM AREA II

SCHOOL	88-89 SUSP 1ST QTR	88-89 SUSP 2ND QTR	88-89 SUSP 3RD QUARTER	88-89 TOTAL AFTER 3RD QUARTER	87-88 TOTALS AFTER 3RD QUARTER	INCREASE OR DECREASE 87-88 TO 88-89	SUSPENSION BY SEX AND RACE 88-89 TOTAL AFTER 3RD QUARTER				
							OTHER	BLACK MALE	WHITE MALE	BLACK FEMALE	WHITE FEMALE
SR. HIGH											
AIKEN	56	111	115	282	380	-98		128	52	77	25
C.A.P.E.	57	191	197	445	344	+101	1	204	96	110	34
CLARK A.	1	0	2	3	N/A	N/A		2	1	0	0
GUILFORD	1	1	1	3	1	+2		2	1	0	0
WOODWARD	53	128	79	260	307	-47		136	41	71	12
JR/MIDDLE											
CREST HILLS	3	26	41	70	82	-12		52	3	14	1
SCHWAB	87	120	200	407	262	+145		182	87	90	48
ELEMENTARY											
BOND HILL	1	1	4	6	26	-20		3	0	2	1
BURTON	4	5	7	16	24	-8		12	0	0	4
CAPE PRIMARY	12	9	13	34	24	+10		20	8	5	1
CARTHAGE	0	3	2	5	11	-6		4	0	0	1
CHASE	38	53	56	147	97	+50		81	38	17	11
CLIFTON	5	14	20	39	42	-3		23	6	5	5
COLLEGE HILL	0	0	2	2	0	+2		0	0	2	0
HARTWELL	1	4	5	10	14	-4		7	1	0	2
KIRBY ROAD	0	0	0	0	24	-24		0	0	0	0
LOSANTIVILLE	1	5	0	6	7	-1		4	2	0	0
MT. AIRY	0	0	4	4	12	-8		2	2	0	0
N. AVONDALE	5	0	1	6	6	0		2	3	0	1
PLEASANT HILL	15	25	39	79	41	+38	2	62	6	8	1
PL. RIDGE	14	18	13	45	54	-9		40	4	0	1
ROSELAWN/ CONDON	6	6	20	32	52	-20		10	0	10	12
SWIFTON	0	0	2	2	3	-1		2	0	0	0
WINTON PL.	17	24	17	58	39	+19		51	3	3	1
	370	741	850	1,961	1852	+109	3	1029	354	414	161
							(.02%)	(52%)	(18%)	(21%)	(8%)

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

12. Discipline Reports
(continued)

EXPULSIONS
3rd QUARTER TOTALS 1988-89
AREA II

SCHOOL	88-89 EXPULSIONS 3RD QUARTER TOTAL	87-88 EXPULSIONS 3RD QUARTER TOTAL*	INCREASE OR DECREASE 87-88 TO 88-89	EXPULSIONS BY SEX AND RACE 88-89 3RD QUARTER TOTAL			
SR. HIGH				BLACK MALE	WHITE MALE	BLACK FEMALE	WHITE FEMALE
AIKEN	27	24	+3	15	7	2	3
C.A.P.E.	11	7	+4	6	1	2	2
CLARK A.	1	N/A	N/A	1	0	0	0
GUILFORD	1	0	+1	0	1	0	0
WOODWARD	9	30	-21	9	0	0	0
JR/MIDDLE							
CREST HILLS	5	12	-7	3	0	1	1
SCHWAB	7	14	-5	1	0	5	1
ELEMENTARY							
CAPE PRIMARY	0	1	-1	0	0	0	0
CHASE	9	2	+7	4	5	0	0
PL. HILL	2	0	+2	2	0	0	0
PL. RIDGE	1	0	+1	1	0	0	0
	73	90	-17	42 (58%)	14 (19%)	10 (14%)	7 (9%)

12. Discipline Reports
(continued)

12c. REPORT FROM AREA III

Suspension 3rd Quarter 88-89

School	MB	MW	MO	FB	FW	FO	Total	87-88	Difference
Hughes	70	6	0	36	0	0	112	158	-46
Walnut Hills	2	3	1	2	8	0	16	83	-67
Withrow	119	15	1	60	9	0	204	251	-47
TOTAL SR.	191	24	2	98	17	0	332	492	-160
CBA	2	1	0	4	1	0	8	6	+2
East Hills	7	3	0	1	4	0	15	27	-12
Merry	83	2	0	28	0	0	113	68	+45
Peoples	51	18	0	37	16	0	122	118	+4
Shroder	9	19	0	6	3	0	37	37	0
TOTAL JR/MID	152	43	0	76	24	0	295	256	+39
TOT SR/JR/MID	343	67	2	174	41	0	627	748	-121
Anderson Pl	9	4	0	2	1	0	16	8	+8
Bramble	11	2	0	5	1	1	20	13	+7
Douglass	0	0	0	0	0	0	0	18	-18
East Hills	11	6	0	2	0	0	19	21	-2
Fairview	6	0	0	3	1	0	10	15	-5
Hoffman	1	0	0	0	0	0	1	3	-2
Hyde Park	0	0	0	0	0	0	0	0	0
Linwood	5	2	0	0	0	0	7	26	-19
Kilgour	3	2	0	1	0	0	6	4	+2
McKinley	0	0	0	0	0	0	0	2	-2

12. Discipline Reports (continued)

	MB	MW	MO	FB	FW	FO	Total	87-88	Difference
.. Washington	1	4	0	0	0	0	5	7	-2
Parham	0	0	0	0	0	0	0	3	-3
Schiel	0	0	0	0	0	0	0	0	0
Rockdale	12	0	0	2	0	0	14	27	-13
Roosevelt	1	0	0	0	0	0	1	7	-6
Silverton	1	0	0	2	0	0	3	5	-2
So Avondale	0	0	0	0	0	0	0	0	0
Taft	0	0	0	0	0	0	0	0	0
Vine	2	0	0	2	1	0	5	26	-21
Windsor	0	0	0	0	0	0	0	1	-1
Woodford	0	0	0	0	0	0	0	1	-1
TOTAL ELEM.	63	20	0	19	4	1	107	187	-80
Grand Total	406	87	2	193	45	1	734	935	-201

Expulsions 3rd Quarter 1988-89

School	MB	MW	MO	FB	FW	FO	Total	87-88	Difference
Hughes	6	1	0	3	0	0	10	17	-7
Walnut Hills	0	2	0	0	3	0	5	10	-5
Withrow	10	0	0	0	0	0	10	7	+3
TOTAL SR	16	3	0	3	3	0	25	34	-9
CBA	1	0	0	0	0	0	1	2	-1
East Hills	0	0	0	1	0	0	1	0	+1
Merry	0	0	0	0	0	0	0	5	-5
Peoples	0	1	0	0	0	0	1	5	-4
Shroder	0	0	0	0	0	0	0	0	0
TOTAL JR/MID	1	1	0	1	0	0	2	12	-9
GRAND TOTAL	17	4	0	4	3	0	28	46	-22

12. **Discipline Reports**
(continued)

Comparison Data of Black Male Suspensions 3rd Quarter 88-89

School	87-88	88-89	Difference
Hughes	92	70	-22
Walnut Hills	16	2	-14
Withrow	144	119	-25
CBA	4	2	-2
Eastern Hills	6	7	+1
Merry	51	83	+32
Peoples	50	51	+1
Shroder	19	9	-10
Anderson Place	3	9	+6
Bramble	8	11	+3
Douglass	15	0	-15
Eastern Hills	8	11	+3
Fairview	10	6	-4
Hoffman	3	1	-2
Hyde Park	0	0	0
Linwood	11	5	-6
Kilgour	3	3	0
McKinley	0	0	0
Mt. Washington	3	1	-2
Parham	3	0	-3
Schiel	0	0	0
Rockdale	22	12	-10
Roosevelt	3	1	-2
Silverton	3	1	-2
So. Avondale	0	0	0
	477	404	-73

12. Discipline Reports
(continued)

Comparison Date of Black Male Expulsions

3rd Quarter 1988-89

School	87-88	88-89	Difference
Hughes	15	6	-9
Walnut Hills	3	0	-3
Withrow	6	10	+4
CBA	2	1	-1
Eastern Hills	0	0	0
Merry	4	0	-4
Peoples	3	0	-3
Shroder	0	0	0
	33	17	-16

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 12, 1989
13. **Unbiased Tests and Policies**	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. **Unbiased Placement of Students Within Buildings**	14a.	No report submitted
15. **Information Centers**	15a.	During this reporting period, the specialists have: Finished up Hughes Center recruitment calls to Dater and Western Hills parents. Attended International Magnet Conference in Indianapolis with the Communications Liaison Attended parent nights at Gamble and Western Hills to recruit for Hughes Center as well as additional follow-up calls to parents. Met with Director and Communications Liaison to discuss various methods of recruitment, specifically for Hughes Center and students rejected from various programs. Telephoned principals to obtain needs up-date and called students rejected from other programs to fill those needs. Mete with Communications Liaison and LSAC Specialists to coordinate efforts.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MAY 12, 1989
16. Evaluation of Settlement Activities	16a. Prepared and submitted a preliminary analysis of student suspension and expulsion data.
	16b. Conducted on-site visits to Carson, Quebec Heights, and Roberts to collect additional evaluation data.
	16c. Administered and analyzed results of a test of science knowledge for Quebec Heights students.
	16d. Continued work on the program evaluations for Carson, Quebec Heights, and Roberts.
	16e. Assisted with completion of a State report on racial isolation in schools.
	16f. Prepared and submitted additional information for the Information Specialists to use in recruiting students for alternative programs.
	16g. Continued work on the evaluation of the Low Achieving Schools, Open Enrollment, and Alternative programs.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF OCTOBER 11, 1989**

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1. Communitywide Task Force

1a. The Communitywide Task Force met September 11 and October 2, 1989. We plan to meet with Judge Rice next month.

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2. Alternatives and Open Enrollment

2a. Number of alternative applications received and processed 1/1/89 - 9/29/89: 13,562

Total Accepted	5,195	
Blacks Accepted	2,825	
Non-Blacks Accepted	2,370	
Percent Blacks Accepted		54.43
Percent Increasing Taeuber		18.86
Percent Decreasing Taeuber		26.76
Percent Neutral Taeuber		54.37

2b. Alternative Program Enrollment 1989-90 school year

Black	10,726
Non-Black	8,773
	19,499
Open Enrollment	1,006
Sibling Transfers	77
	20,582

Please Note: Data reported on program enrollment will change because of no-shows, withdrawals, and late acceptances. The report will be updated and submitted again in December.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

2. Alternatives and Open Enrollment (continued)

2c. Enrollment in the Hughes Alternative Center by program

Communication Professions, Grades 9-10

Black	Non-Black	Total	% Black
99	65	164	60.3

Health Professions, Grades 9-10

Black	Non-Black	Total	% Black
108	45	153	70.5

Computer Professions, Grades 9-12

Black	Non-Black	Total	% Black
156	92	248	63.0

Paideia, Grades 9-10

Black	Non-Black	Total	% Black
98	52	150	65.3

TOTAL BLACK	461
TOTAL NON-BLACK	254
	715

2d. Open Enrollment Cumulative Report - October 24, 1989

Secondary	407 Black
	9 White
	416 Total

2. Alternatives and Open Enrollment (continued)

Elementary	367	Black
	29	White
	396	Total

Open Enrollment Cumulative Report - October 31, 1989

Secondary	474	Black
	10	White
	484	Total
Elementary	487	Black
	22	White
	509	Total

2e. Paired Schools

After months of discussion between school officials and community representatives, the Cincinnati Board of Education announced the procedure for pairing Washington Park/Oyler and Washburn/Whittier schools. The plan adopted kept grades K-6 in each of the four schools, with pairing done according to the alphabetical order of each student´s last name.

The schools were paired as follows:

PRESENT SCHOOL	LAST NAME	1989-90 SCHOOL YEAR
Oyler and	A-J	Oyler
Washington Park	K-Z	Washington Park
Whittier and	A-K	Whittier
Washburn	L-Z	Washburn

2. Alternatives and Open Enrollment (continued)

The most recent (9/13/89) enrollment figures are as follows:

OYLER

Black	Non-Black	Total	% Black
216	267	483	45

WASHBURN

Black	Non-Black	Total	% Black
356	168	524	68

WASHINGTON PARK

Black	Non-Black	Total	% Black
265	188	453	58

WHITTIER

Black	Non-Black	Total	% Black
259	303	562	46

3. Other Means for Reducing Racial Isolation

3a. No report submitted.

4. Low Achieving Schools

4a. Staff Training: All eight schools are scheduled for two day retreats: one day retreats: one day for the ROPES Team Building program and one day for developing a Mission Statement and Program Improvement Plan.

4b. School-Wide Assessment: All schools are scheduled for presentations by Jerry Moore on their school profile of evaluation data; school staffs will use the data to identify needs and program objectives prior to and during their retreats.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 11, 1989
4. Low Achieving Schools (continued)	4c.	Extended Instructional Time: Several schools have begun before or after hours tutorial progams using ECIA teachers or volunteers; two schools are waiting for further clarification on use of ECIA teachers and one school is using non-ECIA personnel only for tutoring.
	4d.	Effective Delivery of Instruction: Schools have held grade level meetings to examine their organizational structure and develop teaming at the primary level and more self-contained units at the intermediate level. Seven schools are using the Hoffman Laser Learning program and four are using the WASATCH computer program as well as their Apple labs.
	4e.	Student-Focused Impact Teams: Teams composed of principal, counselor, visiting teacher, and home-school coordinator meet with staff to discuss and plan intervention for students with problems; counselors are doing are doing group and individual work with students.
	4f.	Parental Involvement: All schools report good response to requests and programs for parent involvement; four schools are reorganizing their PTA's. Volunteer involvement is also increasing; some schools are using their Partners in Education for assistance.
	4g.	Cultural Enrichment: Schools will prepare grade level plans as part of the Program Improvement Plans developed at their retreats.
5. Staff Development	5a.	Four low achieving schools are participating in MIET training this school year. Teachers and administrators from Hays, Heberle, Oyler and Washington Park were trained by Carol Yudofsky and Myron Kilgore in a twenty hour training program June 13 thru 17, 1989. Phase 1 training assists teachers in improving and maintaining effective teaching behaviors and raising expectations of the low achieving student. Teachers are made aware of: - Opportunities to Learn (chances to respond, personal helping, wait-time and promoting thinking),

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 11, 1989
5a. Staff Development (continued)	- Teacher's Responses (acknowledging responses, positive feedback, analytical feedback, expanding responses) and - Dignifying the Student (physical closeness/touching, building trust, dignifying self-worth, behavioral management). 5b. Georgetta King and Doris Stokes attended a Conference on "Infusing African and African-American Content into the Curriculum." Resources and content ideas were recommended at this conference that the two representatives will recommend for inclusion into the social studies curriculum. 5c. "Rainbow Activities in the Curriculum" is a fall Professional Growth Institute course that will provide the participants with the opportunity to formulate a practical direction in planning for diversity in the classroom. The course will focus upon multicultural issues, Rainbow activities, multicultural concepts and activities in the curriculum and resources available in the district.
5b. Educational Mobility Projects	Program evaluations were prepared for the Ohio Department of Education on each of the components funded with Educational Mobility Assistance Program monies during the 1988-89 school year. At this time, Joe Timmons (Administrative Research) is preparing the statistical enrollment reports, on which the district's allocation will be based for the 1989-90 school year. Once these forms have been completed, they will be sent to the state department. The district will make every attempt to meet the October 20 deadline, so that we will receive communication regarding the allocation by November 20. After the district receives its allocation, we will be asked to submit a program proposal for funding "to support school boards that voluntarily adopt and implement plans of student transfers to

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 11, 1989
5b.	**Educational Mobility Projects (continued)**		desegregate schools within their districts" (ORC 3301-19). The deadline for submission of the program proposal will probably be in mid-December. Once the programs are approved for funding, the district will receive its allocation. In the past, monies have been received in January, with the final date for expenditures as June 30.
6.	**Staff Racial Balance**		No report submitted.
7.	**Housing Plans of City**		No report submitted.
8.	**Community Involvement and Education**	8a.	During the first week of school, went to each of the double-neighborhood schools on a daily basis.
		8b.	Met with Communitywide Task Force, along with Sandra Hendricks, Communications, to assist in the presentation of the Challenge Cincinnati Program sponsored by the Academy of Medicine to benefit the High School for Health Professions at Hughes Center.
		8c.	Met with Information Specialists.
		8d.	Met with Howard Harris, Director, Transportation, regarding extracurricular transportation.
		8e.	Prepared Factsheet along with Monica Curtis, Communications, regarding the history of the Bronson Settlement. This will be sent to every employee.
		8f.	Attended double-neighborhood schools meeting.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 11, 1989
8. Community Involvement and Education (continued)	8g.	Attended low achieving schools meeting.
	8h.	Participated in Investment in Excellence seminar.
	8i.	Prepared a Factsheet/Self-Mailer along with Monica Curtis, Communications, regarding Alternative Programs and Open Enrollment. A supply will be sent to all schools and will be sent to every home in the district via U.S. Mail.
	8j.	Attended Bronson Coordinating Committee Meeting.
9. Publicity and Marketing	9a.	Bronson Settlement Agreement Newsletter -- To appear in the November issue of Images. The purpose is to give CPS staff an overview of settlement-related activities as well as a look ahead of what's to come. Articles include: Bronson Overview, Taeuber Index, update, timeline, and features on pairings and low achieving schools, and Hughes Center.
	9b.	Carson Newsletter -- To be mailed to students and to be used to recruit students into the Montessori program. Features include a principal profile, Montessori program summary, and parent/student articles. Working on a brochure with a school committee to promote the Montessori program at Carson.
	9c.	Bilingual brochure -- Developing a parent handbook/brochure - writing, editing, photographing - which will be distributed to new parents of students entering the bilingual programs in kindergarten and first grade.
	9d.	World Language News -- Continue the newsletter started two years ago, which includes writing, drawings, arts, essays from students in the Arabic, Chinese, Japanese, Russian, Spanish, French, and German programs. A lead article on teacher involvement/training will be included. Scheduled to be mailed to parents of students in the bilingual programs at the end of November.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF OCTOBER 11, 1989
9.	Publicity and Marketing (continued)	9e.	Bridges -- Newsletter for the four paired schools--Washington Park/Oyler and Washburn/Whittier--will continue this year. First issue, out of three, will appear in the schools in November. Articles include parent features and student essays.
		9f.	Roll Hill brochure -- Featuring the school and program highlights with photos and information on how to apply.
		9g.	Alternative and Regular Applications -- Working with Alternative/Settlement Office on finalizing program descriptions. Designing, editing, and making changes as needed for the 1990-91 school year for both applications. Bids were sent out.
		9h.	Low Achieving Schools -- Meeting with principals to develop public relations plans to improve image and increase parent and community involvement in eight low achieving schools.
		9i.	Hughes Center -- met with principal and deans of four programs to discuss recruitment/publicity plans for the 1990-91 school year. Plans include school visits, production of printed and AV materials for use with students, targeted mailings, public service announcement.
			The High School for the Communications Professions -- developing slide/tape show for recruitment but will also be used for a presentation with faculty at the E.W. Scripps School of Journalism at Ohio University.
			The High School for the Health Professions -- Working with the Academy of Medicine and the Greater Cincinnati Hospital Council on "Challenge Cincinnati" on November 5 to raise money for the program.
		9j.	CAPE -- Met with principal and athletic director to update school brochure and slide/tape show.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT　　STATUS AS OF OCTOBER 11 1989

9. Publicity and Marketing (continued)

9k. Annual Progress Reports -- Assisted in development of annual progress reports for Roberts Paideia Academy, Shroder Paideia, Carson, Quebec Heights CAMAS.

9l. Sands Montessori -- Develop art for poster, stickers, and handbooks for school.

9m. Roberts Paideia — Developed logo for stationery, buttons, banners.

9n. Quebec Heights — Poster with photograph and program description will be delivered to school for distribution to students last week in October. To be used for recruiting students for the 1990-91 school year.

10. Pupil Transportation

10a. Update on Test Program; Extra Curricular Yellow Bus Transportation: Test Program started on October 2, in six schools. Usage is about 700 passes and tokens per week. Additional passes and tokens have been ordered. Scheduled deliveries should provide for continuous data through the test period - December, 1989.

11. Extracurricular Activities

11a. The issue of transportation for student activities has not changed since the last report. It is my understanding that the pilot school transportation has begun.

12. Discipline Reports

12a. REPORT FROM AREA I

SUSPENSIONS

School	M	F	B	W	O	Total
Central Fairmount	2	2	3	1	–	4
Cheviot	1	–	–	1	–	1
Covedale	2	4	4	2	–	6
Hays	3	–	3	–	–	3
Heinold	19	5	17	7	–	24

12. Discipline Reports
(continued)

School	M	F	B	W	O	Total
Midway	-	1	1	-	-	1
Millvale	13	2	13	2	0	15
North Fairmount	1	-	1	-	-	1
Oyler	9	-	5	4	-	9
Roberts	18	6	14	10	-	24
Roll Hill	1	-	1	-	-	1
Rothenberg	1	5	6	-	-	6
Sayler Park	1	-	-	1	-	1
Washburn	1	-	1	-	-	1
Washington Park	4	3	5	2	-	7
Whittier	2	-	1	1	-	2
TOTAL	78	28	15	31	-	106
Bloom	5	4	7	2	-	9
Dater	10	8	12	6	-	18
Gamble	33	24	43	14	-	57
Porter	19	4	7	16	-	23
TOTAL	67	40	69	38	-	107
SCPA	1	-	-	1	-	1
Taft/QCVC	53	14	47	20	-	67
Western Hills	60	19	61	18	-	79
TOTAL	114	33	108	39	-	147
EXPULSIONS						
Western Hills	1	3	3	1	-	4

12b. AREA II

No report this period. Discipline plans and mini-grants due October 31. Full reports thereafter.

12c. AREA III

No report available at this time.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 11, 1989
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a. Made recruitment telephone calls for Hughes Center.
	14b. Made enrollment telephone calls for Hughes Center.
	14c. Assisted at Hughes Center with Orientation and Open House.
	14d. Assisted with opening of school at Hughes Center as requested by principal.
	14e. Mailed Alternative Schools information out of state.
	14f. Reviewed and suggested changes for "How to Select an Alternative Program" brochure.
	14g. Met with Alternative/Settlement Office staff for closing activities.
	14h. Prepared new informational handouts for use with senior high students.
15. Evaluation of Settlement Activities	15a. Completed draft evaluation reports on Low Achieving Schools, Open Enrollment and Alternative Programs.
	15b. Prepared and presented school statistical profiles to staff members in Low Achieving Schools.
	15c. Conducted a needs assessment survey of staff members in Low Achieving schools.
	15d. Conducted a survey of principals regarding intermingling of alternative and non-alternative program students in buildings housing both neighborhood and alternative students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 11, 1989
15. **Evaluation of Settlement Activities** (continued)	15e. Completed an analysis of student suspension and expulsion data for the 1988-89 school year.
	15f. Participated in meetings with principals from Low Achieving Schools and the paired schools.

jlc

APPENDIX H

REPORT ON THE BRONSON SETTLEMENT BUDGET

Comparison of 1989-90 to 1988-89 Budget
Disposition of 1989-90 Magnet Grant Application
1989-90 Programs for Improving School Climate
1990-91 Projected Activities

ALTERNATIVE SETTLEMENT OFFICE
September 1, 1989

Prepared by: John T. Clark, Associate Director

Reviewed by: James Allender, Director - Administrative Services
Richard Gardner, Director - Budget Office

REPORT ON THE BRONSON SETTLEMENT BUDGET

Narrative

With the well publicized budget cuts implemented by the Cincinnati Board of Education and the administration, questions have been raised about a curtailment of programs and decrease of spending on the Bronson Settlement. This report responds to those questions by providing information in four areas:

1. Comparison of 1989-90 to 1988-89 Bronson Budget
2. Disposition of 1989-90 Magnet Grant Application
3. 1989-90 Programs for Improving School Climate
4. 1990-91 Projected Activities

1. Comparison of 1989-90 to 1988-89 Budget

Total expenditures coded to Bronson accounting codes projected for Settlement activities are $10,583,256 for 1989-90, an increase of $5,579,340 over the 1988-89 actual expenditures of $5,003,916 coded to Bronson. The total change is accounted for as follows:

A. Increases

1. 7% salary increases for all certificated personnel, beginning January, 1990.
2. 4% salary increase for all non-certificated personnel, beginning January, 1990.
3. Opening of Hughes Center, at an additional cost of $3,796,604 to support additional personnel, supplies, equipment and renovation.
4. Assumption of costs (personnel, supplies, equipment) supported 1987-89 by the Magnet Schools Grant.

B. Change

1. Transfer of coordinating teacher positions from CAMAS, City Wide, and IB/ISA to Hughes Center.

C. Reductions

1. Reduction of instructor assistants at Western Hills (1), Woodward CAMAS (2), and Shroder (1).
2. Reduction of teacher coordinators at Roll Hill (.5), Douglass (.5), and Clifton Multi-Age (1).

NOTE: SEE APPENDICES A (1988-89 BRONSON EXPENDITURES)
B (1989-90 BRONSON BUDGET PROJECTION)
C (1988-89 PERSONNEL ALLOCATIONS BY PROGRAM)
D (1989-90 PERSONNEL ALLOCATIONS BY PROGRAM)
FOR SUPPORTING DETAIL.

D. Summary

The annual expenses for the Bronson Settlement charged to Bronson Budget Codes (covering costs of alternatives initiated or expanded since September, 1984 and administrative costs since June, 1984) are summarized below.

Year	Expenditures	Balance
		$35,000,000.
1984-85	3,312,458	31,687,452.
1985-86	3,890,283	27,797,259.
1986-87	4,744,460	23,052,799.
1987-88	4,955,958	18,096,841.
1988-89	5,003,916	13,092,925.
1989-90 (Projected)	10,583,256	2,509,669.

II Disposition of 1989-90 Magnet School Grant Application

Cincinnati's Application for 1989-91 Magnet School funds was not approved. The application was scored, on the categories given below, by three panelists. Their scores are indicated. Of 480 possible points (raw score), Cincinnati scored 444 and ranked 46th of 139 applicants for the first $75 million of the 113.6 million available. The first 33 were funded. Cincinnati ranked 32nd of the remaining 106 applications for the remaining $38,600,000. The first 21 were funded. (All applicants who had never received MSAA funds in the past were awarded 10 additional points before the second ranking was established.) With no Magnet funding, all alternative costs for Hughes Center and other expanding alternatives are charged to Bronson.

Category	Max. Score	Panelist A	Panelist B	Panelist C
Plan of Operation	20	19	20	20
Qual. of Key Personnel	20	20	20	20
Qual. of Proj. Design	35	30	33	33
Budget & Cost Effect.	5	3	5	4
Evaluation	15	15	15	13
Adequacy of Resources	5	5	5	4
Commitment & Capacity	10	9	10	10
Sub-Total	110	100	108	104
Special Considerations				
Recentness of Plan	10	10	10	10
Involv. Minority Child.	10	7	7	7
Need for Assistance	15	10	15	13
Degree of Achievement	10	10	10	10
Collaborative Efforts	5	5	4	4
Sub-Total	50	42	46	44
Total	160	142	154	148

The only consistent weakness noted by all three panelists was need for increased involvement of parents and community. Under Special Considerations, the low score for Involvement of Minority Children is computed considering the number of children enrolled in the applicant's schools (30,652) as compared to the number of minority children involved in the applicant's approved plan (22,297). For specific panelist comments, see John Clark.

III. 1989-90 Programs for Improving School Climate

Two programs for improving school climate are planned for the 1989-90 school year: 1. Discipline In School Suspension
2. Inservice Education at Low Achieving Schools

The allocations and budget source for these efforts are specified below.

A. Discipline/In-School Suspension

No specific funds from Bronson are set aside for dealing with discipline problems in the schools, although $67,500 is allocated to Staff Development for inservice associated with Bronson activities. (Individual schools apply for these funds via proposals.) However, monies from State Educational Mobility, DPPF, and UDP funds are designated for dealing directly or indirectly with discipline problems. They are as follows:

1. Disadvantaged Pupils Public Funds

a) 10 Home School Facilitators (teachers), who deal with social skills for pupils with problems are placed at Bloom, CAPE, Crest Hills, Gamble, Merry, Peoples, Porter, Schwab, and Taft. However, these positions are being reviewed for possible reductions. $389,520.

b) Middle School Inservice is again planned for 1989-90 in the form of mini-grants. For the 1988-89 school year, the total amount available was $60,000.

2. Educational Mobility Funds (Voluntary Desegregation)

Mini-grants will be available to all schools, based on a $4 pupil maximum, as was established as a procedure last year. Guidelines are currently being re-written. 1988-89 funds available were $204,000.

3. Urban Demonstration Project

An instructor assistant assigned to discipline and in school suspension, and a counselor are assigned to each UDP school (Hoffman, Merry, Millvale, Rockdale, Roosevelt, South Avondale, Taft Elementary, and Windsor. $434,920.

B. Inservice Education at Low Achieving Schools

1. Bronson

a. Certificated Non-Salaried 257 T x 20 hrs. [illegible]	$109,663.
b. Consultants	17,000.
c. Supplies	1,000.
d. Total	$127,663.

2. General Fund

a. "Specially designed Low Achieving Inservice"	$20,000.

IV. 1990-91 Projected Activities

Three activities related to the Settlement Agreement are projected for 1990-91:
1. Opening of Eastwood School as a second Paideia Elementary School, K-6.
2. Expansion of Hughes Center to 1500 pupils, opening grade 11 for the Paideia, Communications, and Health High Schools.
3. Other options, if Taeuber points are needed to meet the 1991 goals.

Rough projections of the additional costs of these three activities are as follows:

A. Eastwood Paideia

1. Certificated Personnel (9 T x $40,510)	$364,590.
2. Civil Serv. Personnel (1 IA x $11,795)	11,795.
3. Additional Equipment	36,000.
4. Supplies and software	10,000.
5. Paideia Training (27 Teachers)	27,000.
6. Total	$449,385.

B. Hughes Center

1. Certificated Personnel (14.2 T x $40,510)	$575,242.
2. Civil Serv. Personnel (1 IA x $11,795)	11,795.
3. Additional Equipment	710,211.
4. Supplies and software	60,725.
5. Paideia Training (42 Teachers)	42,000.
6. Total	$1,399,973.

C. Other Options

Specific implementation strategy to be determined.
Projected cost $100,000.

APPENDIX A

BRONSON SUIT SETTLEMENT
1988-89 COMPONENT BUDGET SUMMARY
(Actual)

Revised: 8/25/89

PERSONNEL C	CS		ADM ASST OFFICE	ALT SCH	ALT OFF	* TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	0	60.9	5.07		0	1	2	0	0	0	12	0	
		CS -	0	22	6	2	2.4	4	1	0	0	0	12.5	0	
		PERSONNEL													
80.97		Cert. Salaries	0	1793748	300089			11111	55092				264995		2425035
		Cert. Non-Salary		10266	118			4758			22647				37789
		Consultants (Facil.)													0
		Substitutes													0
	49.9	CIVIL SERVICE SALARIES	0	172136	140322	86147	67383	3354	5521		1502		112487		588852
		Non-Salary					2153								2153
		FRINGE BENEFITS		494038	110132	19814	17384	4806	15153		6037		94371		761735
80.97	49.9	PERSONNEL TOTALS	0	2470188	550661	105961	86920	24029	75766	0	30186	0	471853	0	3815564
		NON-PERSONNEL													
		Sundry Supplies													
		Supplies	157	3549	10417			4123	25		1103				19374
		Mileage	5		2008		165	991	97						3266
		Prof. Meetings		1003	5670			2188							8861
		Miscellaneous		89972	8265		48958		2229					49393	198817
		Supp. Books		621	4655						5470				10746
		Equipment													
		Additional		59436	2416		1170		1627						64649
		Replacement													0
		Repair	20	2769	94		35								2918
		UNALLOCATED				1093179							26833		1120012
		RENOVATION								250536					250536
		NON-PERSONNEL TOTALS	182	157350	33525	1093179	50328	7302	3978	250536	6573	0	26833	49393	1679179
		GRAND TOTALS	182	2627538	584186	1199140	137248	31331	79744	250536	36759	0	498686	49393	5494743

*Projected costs; actual not determined at this time.

OFFICES OF BUDGET AND ACCOUNTING/ALTERNATIVES
GF2/5/dlb

APPENDIX H

BRONSON SUIT SETTLEMENT
1989-90 COMPONENT BUDGET SUMMARY
(Projected)

Revised: 9/1/89

PERSONNEL C	PERSONNEL CS		ELEM/SEC. EDUCATION	ALT SCH	ALT OFF	** TRANS.	PUBLICITY	COMM ED	EVAL.	CAPITAL IMPROVE	STAFF DEV	STUDENTS AT RISK	LAS	FAC. OFFICE	TOTALS
		C -	1.2	86.9	4.07		0	0	2	0	0	0	12	0	
		CS -	0	24	7	2	2.4	3	1	0	0	0	12.5	0	
		PERSONNEL													
106.17		Cert. Salaries	35257	3452744	208196				93192				262800		4052189
		Cert. Non-Salary		34138							50000				84138
		Consultants (Facil.)												30000	30000
		Substitutes													0
	51.9	CIVIL SERVICE SALARIES	0	369637	135292	42192	67335	77254	17066				92000		800776
		Non-Salary			1600		2654								4254
		FRINGE BENEFITS	8814	964130	86272	9551	16834	19313	28267		12500		88800		1234481
106.17	51.9	PERSONNEL TOTALS	44071	4820649	431360	51743	86823	96567	138525	0	62500	0	443600	30000	6205838
		NON-PERSONNEL													
		Sundry Supplies													
		Supplies		1000	1000		50000		100		1000		32000		85100
		Mileage			3500		500		300						4300
		Prof. Meetings			2000										2000
		Miscellaneous		135480	87875				600		10000		16800	20500	271255
		Supp. Books		72800							2000				74800
		Equipment													
		Additional		410728			500								411228
		Replacement													0
		Repair		49595	525		400								50520
		UNALLOCATED				1190137									1190137
		RENOVATION								2288078					2288078
		NON-PERSONNEL TOTALS	0	669603	94900	1190137	51400	0	1000	2288078	13000	0	48800	20500	4377418
		GRAND TOTALS	44071	5490252	526260	1241880	138223	96567	139525	2288078	75500	0	492400	50500	10583256

**Pupils Transported:

OFFICES OF BUDGET AND ACCOUNTING/ALTERNATIVES
GF/6/dlb

ALTERNATIVE PROGRAM ADDITIONAL STAFF ALLOCATIONS 1988-89

PROGRAM	FORMULA	LOCATION	PROJECTION ALLOCA.	FUNDING SOURCE
1. Applied Arts Academy	One teacher per each 125 students in Industrial Arts/Art.	Oyler	2 T	GF
2. Cincinnati Academy of Math and Science	1 coordinating teacher (210), plus 5 teachers, plus 2 aides, plus 1 secretary.	Woodward	1 CT 5 T 2 IA 1 SEC	GF GF GF GF
3. Cincinnati Academy of Physical Education	One teacher per each grade.	C.A.P.E., 4-12	9 T	GF
	.5 PE teacher per each academic instructional group, plus .5 teacher per each all-day kindergarten.	C.A.P.E., K-3	3-.5ADK 6 T	BR BR
4. Chase Demonstration	One teacher coordinator.	Chase	1 T	GF
5. City-Wide	One coordinating teacher for the program, plus .5 Resource teacher.	Hughes	1 CT .5 RT	GF BR
. Elementary College Preparatory	.16 time for Latin instruction per school.	Anderson Place Bond Hill Burton Covedale Pleasant Hill Roselawn	.17 T .17 T .17 T .17 T .16 T .16 T	GF GF GF GF GF GF
7. Elementary Math and Science Academy	One coordinating teacher, plus .5 Teacher/ADK, plus 1 field science teacher, plus 1 instructor asst.	Quebec Heights	1 TC 2-.5ADK 1-.5 SC 1 IA 2-.5 ADK 1-.5 SC 2T(PAM)	MAG MAG MAG MAG BR BR BR
8. Fundamental Academy	.5 teacher per each all day kindergarten	College Hill Linwood	4-.5ADK 2-.5ADK	GF GF
9. Individually Guided Education (Elementary and Middle)	.5 teacher per each all day kindergarten, plus	Eastern Hills	3-.5 ADK 3 PAM 6 IA 1 IA	GF GF GF BR
	3 teachers per school plus 6 aides per school.	Heinold	2-.5 ADK 3 PAM 6 IA	GF GF GF
		Silverton	3-.5 ADK 3 PAM 6 IA	GF GF GF
		Woodford	4-.5 ADK 3 PAM 6 IA	GF GF GF

PROGRAM	FORMULA	LOCATION	PROJECTION ALLOCA.	FUNDING SOURCE
10. Individual Progress and Social Impact Program	.5 teacher per each all day kindergarten.	Bramble	2-.5 ADK	BR
		Pleasant Hill	2-.5ADK	BR
11. International Baccalaureate	One coordinator for the program.	Withrow Bilingual	1 CT	GF
12. Junior High College Readiness	One teacher per each grade in the program.	Dater	3 T	GF
		Peoples	2 T	GF
		Porter	2 T	GF
		Schwab	2 T	GF
13. Bilingual-Academy of World Languages	.5 teacher per each all day kindergarten, plus .16 teacher per each language section.	Sawyer, Grades 1-7	1-.5ADK 2-.5ADK 4T(LANG) 4T(LANG)	MAG BR MAG BR
Elementary: French	.5 teacher per each all day kindergarten.	Midway	2-.5ADK 2T(LANG)	GF GF
		Carthage	4-.5ADK	GF
		Mt. Washington	4-.5ADK	GF
German	Partial Immersion - No additional teachers are assigned.	Fairview	4-.5ADK 4T(LANG)	GF GF
Spanish	Non-Immersion: 1. German-K-5 - 1 teacher for every 4 instructional groups grades 1-5.	Cheviot	4-.5ADK	GF
		Hartwell	2-.5ADK 2T(LANG)	GF GF
		Mt. Airy	2-.5ADK	GF
	2. French and Spanish grades 1 & 2 - one teacher for every 4 instructional groups.	Swifton	1-.5ADK	GF
		Pleasant Ridge	3-.5ADK	GF
	3. French and Spanish grades 3-5 - one teacher for every six instructional groups.			
Middle:	Grades 6-8 (French, Spanish, German) - one teacher for every six instructional groups per language, plus 1 teacher per 150 pupils for the 8th period.	Sawyer Cincinnati Bilingual Academy	7T(Lang) 3T (8TH)	GF GF

PROGRAM	FORMULA	LOCATION	PROJECTION ALLOCA.	FUNDING SOURCE
14. Montessori	For each school: .5 teacher per each all day kindergarten, plus three teachers per each program to provide non-load bearing art, music and PE, plus additional teacher to provide a pupil teacher ratio of 25 to 1, plus one aide per each teacher.	Sands	4-.5ADK 3T(NLB) 28 INSTR ASST.	GF GF GF
		North Avondale	3-.5ADK 3T(NLB) 14 INSTR ASST. 10 INSTR ASST.	GF GF GF BR
		Carson (K-2)	2-.5ADK 1T(PAM) 1-.5 ADK 1-.5 PAM 7 IA 1 TC	MAG MAG BR BR BR BR
15. Multi-age Non-Graded	2 teachers, one as coordinator and one for curriculum development/classroom teaching, plus one aide for each unit 3 teachers, plus 1 aide for the resource center, plus .5 teacher for each all day kindergarten.	Clifton	1-.5ADK 1T(COOR) 1T (CD) 8 INSTR ASST.	BR GF GF GF
16. Reading/Language Arts Demonstration	.5 coordinating teacher, plus .5 teacher per each all day kindergarten, plus 1 teacher for the reading lab, plus 1 occupational therapist for the program plus 2 instructional assistants, plus reading intervention teachers if SRA does not cover 6 classes of 20 each.	Douglass	.5 CT 3-.5ADK 1T (OT) 1T (RL) OT (RI) 2 INSTR ASST.	BR GF GF GF GF GF
		Roll Hill	.5 CT 1-.5ADK 2-.5ADK 1T (RL) 1T (OT) 2T (RI) 2 INSTR ASST.	BR MAG BR MAG BR MAG BR
17. School for the Creative and Performing Arts	One teacher per each grade.	S.C.P.A.	9	GF

PROGRAM	FORMULA	LOCATION	PROJECTION ALLOCA.	FUNDING SOURCE
18. Extended Day	To support the 11 hour day, for each unit of Extended all day kindergarten 1.5 teachers beyond the Standard Resource Allocation of .5 per unit. For each unit of Extended Day School, grades 1-6, one teacher beyond the Standard Resource Allocation of one per unit. For each two units of Extended Day School, grades K-6, one instructional aide is authorized beyond the school's Standard Resource Allocation.	Heberle	1.5 ADK	BR
			1T(1-6)	BR
			1 INSTR ASST.	BR
19. Computers Unlimited	Coordinating teacher and resource center teacher, plus one secretary.	Hughes	1 CT	BR
			1-.5 RT	BR
			1 SEC	BR
20. Primary School for Arts Enrichment	1 general music, 1 art, and 1 physical education teacher/250 pupils, plus .5 teacher for each all day kindergarten, plus 1.8 Suzuki teachers/program.	Schiel	1-.5ADK	BR
			3-.5ADK	MAG
			2.5 T (ARTS)	BR
			2T(ARTS)	MAG
			1T (DR)	MAG
			.4 SUZ. CELLO	BR
			1.4 SUZ. VIOLIN	BR
21. Paideia, 7-9	1 teacher as program coordinator and seminar leader, plus 1 additional teacher per each 45 students to reduce pupil/teacher ratio in the coaching labs and seminars, plus 1 teacher for the eight period day for each 150 students, plus teachers to reduce class size to 25/1 at grade 7-9.	Shroder	.5 TC	BR
			.5 TC	MAG
			2.5 T COACH	MAG
			6.5 T COACH	BR
			1T 8TH	MAG
			2T 8TH	BR
			2T(25/1)	BR
			1 INSTR. ASST.	MAG

PROGRAM	FORMULA	LOCATION	PROJECTION ALLOCA.	FUNDING SOURCE
22. Paideia, K-6	1 teacher coordinator, plus 1 teacher/6 instructional groups to reduce pupil/teacher ratio in the coaching labs and seminars, plus 1 language teacher/6 instructional groups, plus .5 teacher per each ADK, plus 1 teacher (PAM) for grades 5-8.	Roberts	3T COACH	MAG
			1T(LANG)	MAG
			2-.5ADK	MAG
			4T(LANG)	BR
			2-.5 ADK	BR
			1 TC	BR
			5T NLB (Coach/ PAM)	BR
			1T (8th)	BR
23. ADK		Kilgour	1-.5ADK	BR
		Hyde Park	1-.5ADK	BR
		Oyler	2-.5ADK	BR
24. Alternative Office			.4 G&T	BR
			1 CT	BR
			1T (PRO DEV)	BR
25. Western Hills	1 Instructor Assistant for the Suspension class		1 IA	BR
. Gifted and Talented		Eastern Hills	.2 T G&T	BR
		Pleasant Hill	.2 T G&T	BR
		Rothenberg	.2 T G&T	BR
		Westwood	.2 T G&T	BR
		Vacancy	.8 T G&T	BR

H-14

ALTERNATIVE PROGRAM ADDITIONAL STAFF ALLOCATIONS 1989-90

PROGRAM	FORMULA	LOCATION	PROJECTED ALLOCATION	FUNDING SOURCE
1. ADK	.5 teacher for each all day kindergarten installed to reduce racial isolation.	Kilgour	1-.5 ADK	BR
		Hyde Park	1-.5 ADK	BR
		Oyler	2-.5 ADK	BR
2. Alternative Office	1 teacher specialist, (Community Education), plus 1 teacher. (Program Development).	Education Center	1 TS (COMM ED)	BR
			.4 T (PRO DEV)	BR
3. Applied Arts Academy	One teacher per each 125 students in Industrial Arts/Art.	Oyler	2 T	GF
4. Bilingual-Academy of World Languages	.5 teacher per each all day kindergarten, plus .16 teacher per each language section.	Sawyer, Grades 1-7	4-.5 ADK	BR
			8T (LANG)	BR
Elementary: French	.5 teacher per each all day kindergarten.	Midway	2-.5 ADK	GF
			2T (LANG)	GF
		Carthage	4-.5 ADK	GF
		Mt. Washington	4-.5 ADK	GF
German	Partial Immersion - No additional teachers are assigned.	Fairview	4-.5 ADK	GF
			4.5 (LANG)	GF
			1 IA	GF
Spanish	Non-Immersion: 1. German-K-5 - 1 teacher for every 4 instr. groups grs. 1-5, plus 1 instr. asst.	Cheviot	4-.5 ADK	GF
		Hartwell	2-.5 ADK	GF
			2T (LANG)	GF
		Mt. Airy	2-.5 ADK	GF
	2. French and Spanish grades 1 & 2 - one teacher for every 4 instructional groups.	Swifton	1-.5 ADK	GF
		Pleasant Ridge	2-.5 ADK	GF
	3. French and Spanish grades 3-5 - one teacher for every six instructional groups.			
Middle:	Grades 6-8 (French, Spanish, German) - one teacher for every six instructional groups per language, plus 1 teacher per 150 pupils for the 8th period.	Sawyer Cincinnati Bilingual Academy	7T (LANG)	GF
			3T (8TH)	GF
	1 Coord. Tchr (Bilingual)	Elem. Education	1CT (Bil)	BR

PROGRAM	FORMULA	LOCATION	PROJECTED ALLOCATION	FUNDING SOURCE
5. Chase Demonstration	One teacher (Coordination)	Chase	1 T	GF
6. Cincinnati Academy of Math and Science	1 coordinating teacher (210), plus 5 teachers, plus 2 aides, plus 1 secretary.	Woodward	5 T	GF
			1 SEC	GF
7. Cincinnati Academy of Physical Education	One teacher per each grade, 4-12.	C.A.P.E., 6-12	8 T (PE)	GF
	.5 PE teacher per each academic instructional group, plus .5 teacher per each all day kindergarten.	C.A.P.E., K-5	3-.5 ADK	BR
			6 T (PE)	BR
			1 T (PE)	GF
8. Communication Professions	1 coordinating teacher (211), plus 1 teacher/150 pupils (7th period), plus 1.6 teachers/150 pupils (coaches), plus 1 teacher (Curr. Dev.) - 1989-90 only), plus .5 secretary, plus 1 instr. assistant (Computer labs).	Hughes High	1 CT	BR
			1 T (7th)	BR
			1 T (CD)	BR
			1.6 T (Coach)	BR
			.25 IA	BR
			.25 SEC	BR
9. Computer Professions	1 coordinating teacher (210), plus 1 teacher/150 pupils for the 7th period, plus 1.6 tchrs./150 pupils for coaching, plus 1 teacher (Curr. development) - 1989-90 only, plus 1 instructor asst., plus .5 junior/intermediate secretary.	Hughes High	1 CT	BR
			2 T (7th)	BR
			1 T (CD)	BR
			3.2 T (COACH)	BR
			.25 IA	BR
			.25 SEC	BR
10. Elementary College Preparatory	.16 time for Latin instruction per school.	Anderson Place	.17 T	GF
		Bond Hill	.17 T	GF
		Burton	.17 T	GF
		Covedale	.17 T	GF
		Pleasant Hill	.16 T	GF
		Roselawn	.16 T	GF
11. Elementary Math and Science Academy	One tchr. (coordination), plus .5 Teacher/ADK, plus 1 field science teacher, plus 2 teachers (PAM), plus 1 instructor asst.	Quebec Heights	1 TC	BR
			3-.5 ADK	BR
			1 SC	BR
			2T (PAM)	BR
			1 IA	BR

PROGRAM	FORMULA	LOCATION	PROJECTED ALLOCATION	FUNDING SOURCE
12. Extended Day	To support the 11 hour day, for each unit of Extended all day kindergarten 1.5 teachers beyond the Standard Resource Allocation of .5 per unit. For each unit of Extended Day School, grades 1-6, one teacher beyond the Standard Resource Allocation of one per unit. For each two units of Extended Day School, gr. K-6, one instructional aide is authorized beyond the school's Standard Resource Allocation.	Heberle	1.5 ADK	BR
			1T (1-6)	BR
			1 IA	BR
13. Fundamental Academy	.5 teacher per each all day kindergarten	College Hill	4-.5 ADK	GF
		Linwood	2-.5 ADK	GF
14. Gifted and Talented		Eastern Hills	.2 T G&T	BR
		Pleasant Hill	.2 T G&T	BR
		Rothenberg	.2 T G&T	BR
		Westwood	.2 T G&T	BR
		Secondary Education	.2 T	BR
15. Health Professions	1 coordinating teacher (210), plus 1 teacher/150 pupils for the 7th period, plus 1.6 tchrs./150 pupils for coaching, plus 1 teacher for curr. development (1989-90 only), plus 1 instructor asst., plus .5 junior intermediate secretary.	Hughes High	1 CT	BR
			1T (7th)	BR
			1.6T COACH	BR
			1 T (CURR DEV)	BR
			.25 IA	BR
			.25 SEC	BR
16. Individual Progress and Social Impact Program	.5 teacher per each all day kindergarten.	Bramble	2-.5 ADK	BR
		Pleasant Hill	2-.5 ADK	BR
17. Individually Guided Education (Elementary and Middle)	.5 teacher per each all day kindergarten, plus teachers (PAM: 4-8) if SRA does not support the the circuit organization, plus 3 teachers (PAM) per school (K-3), plus 6 aides per school.	Eastern Hills	3-.5 ADK	GF
			3T (PAM)	GF
			6 IA	GF
		Heinold	2-.5ADK	GF
			3T (PAM)	GF
			6 IA	GF
		Silverton	3-.5 ADK	GF
			3T (PAM)	GF
			6 IA	GF
		Woodford	4-.5 ADK	GF
			3T (PAM)	GF
			6 IA	GF

PROGRAM	FORMULA	LOCATION	PROJECTED ALLOCATION	FUNDING SOURCE
18. International Baccalaureate	One coordinating teacher (210) for the program.	Withrow Bilingual		
19. Junior High College Readiness	One teacher per each grade in the program.	Dater	3 T	GF
		Peoples	2 T	GF
		Porter	2 T	GF
		Schwab	2 T	GF
20. Montessori	For each school: .5 teacher per each all day kindergarten, plus three teachers per each program to provide non-load bearing art, music and PE, plus additional teacher to provide a pupil teacher ratio of 25 to 1, plus one aide per each teacher, plus 1 teacher (coordination) for program start-up.	Sands	4-.5 ADK	GF
			3T (NLB)	GF
			1 (25/1)	GF
			28 IA	GF
		North Avondale	3-.5 ADK	GF
			3T (NLB)	GF
			2 (25/1)	GF
			14 IA	GF
			10 IA	BR
		Carson (K-3)	3-.5 ADK	BR
			3 T (PAM)	BR
			1 TC	BR
			12.5 IA	BR
21. Multi-age Non-Graded	2 teachers, one for coordination and one for curriculum development/classroom teaching, plus one aide for each unit 3 teachers, plus 1 aide for the resource center, plus .5 teacher for each all day kindergarten.	Clifton	1-.5 ADK	BR
			1 T (CD)	GF
			8 IA	GF
22. Paideia, K-8	1 teacher (coordination), plus 1 teacher/6 instructional groups to reduce pupil/teacher ratio in the coaching labs and seminars, plus 1 language teacher/6 instructional groups, plus .5 teacher per each ADK, plus 1 teacher (PAM) for grades 5-8, plus 1 instructor assistant.	Roberts	1 TC	BR
			4-.5 ADK	BR
			5T (LANG)	BR
			8T (NLB) (COACH/PAM	BR
			1T (8TH)	BR
			1 IA	BR

PROGRAM	FORMULA	LOCATION	PROJECTED ALLOCATION	FUNDING SOURCE
22. Paideia, 7-9 (Con´t.)	1 teacher as program coordinator and seminar leader, plus 1 additional teacher per each 45 students to reduce pupil/teacher ratio in the coaching labs and seminars, plus 1 teacher for the eight period day for each 150 students.	Shroder	1 TC 12T COACH 4T (8TH)	BR BR BR
Paideia, 9-10	1 coordinating teacher, plus 1 teacher/150 pupils (7th period), plus 2.6 teachers/150 pupils (coaching/seminar) plus .5 secretary, plus 1 instructor assistant (Computer labs).	Hughes High	1 CT 1T (7th) 2.6T COACH .25 IA .25 SEC	BR BR BR BR BR
23. Paired Schools	.5 Counselor, plus .5 visiting teacher, plus .5 nurse per each paired school.	Oyler	1-.5 - COUNSELOR 1-.5 NURSE	BR BR
		Washburn	1-.5 - COUNSELOR 1-.5 NURSE	BR BR
		Washington Park	1-.5 - COUNSELOR 1-.5 NURSE	BR BR
		Whittier	1-.5 - COUNSELOR 1-.5 NURSE	BR BR
24. Primary School for Arts Enrichment	1 general music, 1 art, and 1 physical education teacher/250 pupils, plus .5 teacher for each all day kindergarten, plus 1.8 Suzuki teachers/program.	Schiel	4-.5 ADK 4.5 ARTS 1.8T(SUZ.)	BR BR BR

PROGRAM	FORMULA	LOCATION	PROJECTED ALLOCATION	FUNDING SOURCE
25. Reading/Language Arts Demonstration	.5 teacher (coordination), plus .5 teacher per each all day kindergarten, plus 1 teacher for the reading lab, plus 1 occupational therapist for the program, plus 2 instructional assistants, plus reading intervention teachers if SRA does not cover 6 classes of 20 each.	Douglass	4-.5 ADK 1T (OT) 1T (RL) 3T (RI) 2 IA	GF GF GF GF GF
		Roll Hill	3-.5 ADK 1T (RL) 1T (OT) 3T (RI) 2 IA	BR BR BR BR BR
26. School for the Creative and Performing Arts	One teacher per each grade.	S.C.P.A.	9 T	GF
27. Western Hills	1 Instructor Assistant for the Suspension class			